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ABSTRACT

The Ways to Improve Schools and Education Project (WISE) seeks to enhance school staff knowledge and skills through appropriate staff development adapted from local business and industry. Project WISE FY84 is an outgrowth of project accomplishments in FY83, which included a pilot test of collaborative school-business partnerships at three sites. From these pilot tests models and guidelines were developed for implementing such collaboration. The goal of the WISE project for FY84 was to facilitate the training of inservice education trainers to help meet school needs through the collaboration of schools, businesses, state and higher education agencies, and the Southwest Educational Development Laboratory (SEDL). To achieve its goal, Project WISE carried out the following major activities in FY84: (1) arranged for qualified consultants to review the revised models and guidelines and provided constructive suggestions for improvement; (2) tested the models and guidelines at school sites; (3) revised the Project WISE models and guidelines in light of reviewers' recommendations, and of information collected from the project sites, (4) planned and conducted its FY84 working conference; (5) provided collaborative staff development, based on prototype models and guidelines, for local trainers and state officials, and (6) disseminated information regarding results of the project's research and development activities. Illustrative exhibits are provided in the report, along with seven attachments, including guidelines, evaluation instruments, lists of participants, conference proceedings, and a bibliography. (TE)

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ANNUAL REPORT

WAYS TO IMPROVE SCHOOLS AND EDUCATION PROJECT

Division of Family, School and Community Studies (DFSCS)

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In Compliance with Contract No. 400-83-0007, Project No. P-4

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ABSTRACT

The Ways to Improve Schools and Education Project (WISE) seeks to enhance schools' productivity by more effective use of community resources to meet school needs. The focus of Project WISE is to enhance school staff knowledge and skills through the use of appropriate staff development/inservice training (SD/IE) adapted from local business and industry. As a means of accomplishing this, WISE proposed to establish a base of information for developing models and guidelines that will promote expanded collaboration among schools, businesses/chambers of commerce, state education agencies, and higher education agencies and will lead to more efficient use of resources for SD/IE.

Project WISE FY84 work is an outgrowth of its accomplishments in FY83. During FY83, after needs sensing activities, Project WISE conducted a of pilot testing of collaborative school-business partnership (S-BP) efforts at three sites, one for each of three states (New Mexico, Oklahoma, and Texas) in SEDL's six-state region. At each site, a Liaison Team was organized, consisting of representatives from: (1) the school district, (2) a collaborating business or chamber of commerce, (3) an institution of higher education, (4) the state education agency, and (5) the Southwest Educational Development Laboratory (SEDL).

Also in FY83, Project WISE (1) assisted with the establishment and implementation of collaborative activities at the three pilot sites, (2) interacted with other school-business projects in the United States, (3) reviewed relevant literature, and (4) conducted a two-day working conference of its liaison team members. The working conference helped accomplished the following: (1) identified and prioritized issues involved in school-business collaboration, (2) wrote guidelines to resolve these issues, (3) developed models for implementing collaboration, (4) drew conclusions which supported the theses that education and private sector collaboration to improve schools is a viable and necessary concept which benefits the schools, business, and the community; and that liaison teams are an effective means of facilitating this collaboration, and (5) made recommendations for further activities to improve and facilitate education-private sector partnerships during FY84 of Project work.

The conference and other activities of Project WISE in FY83 laid the basis for the Context Model, Strategic Model, and the Guidelines in their prototype format developed by the Project in FY84. The goal of the WISE Project for FY84 was to facilitate the training of inservice education trainers to help meet school needs through the collaboration of schools, businesses, state and higher education agencies, and SEDL.

To achieve its goal, Project WISE carried out the following major activities in FY84: (1) arranged for qualified consultants to review the revised models and guidelines and provide constructive suggestions for improvement; (2) tested the models and guidelines at school sites; (3) revised the Project WISE Models and Guidelines in the light of the

reviewers' comments, suggestions, and recommendations as well as of the information collected from the Project sites; (4) planned and conducted its FY84 Working Conference; (5) provided collaborative SD/IE, based on the prototype models and guidelines, for LEA trainers and SEA SD/IE representatives; and (6) disseminated information regarding results of the Project's research and development activities.

During FY84, Project WISE has produced: (1) prototype S-BP models and guidelines based upon testing, review, and revision; (2) plans to develop a publication and a brochure for S-BP; (3) a synthesis of the WISE FY84 Working Conference outcomes; (4) a description of plans for incorporating conference recommendations into the models and guidelines; (5) a 39-page School-Community Partnership Bibliography; and (6) summaries of a Project WISE Presentation and State Roundtable Discussions in the 1984 Conference to Honor U. S. Secretary of Education Terrell Bell's Outstanding Secondary Schools.

The models and guidelines represent a translation of research into practice designed to help enhance the quality of education and effectiveness of schools through SD/IE for their staff. It is anticipated that these efforts also will enhance knowledge use for providing (1) more support for basic skills achievement and (2) broader community support for and participation in schools. Project information is disseminated to key individuals and agencies in business, education, and state and local government, as well as through NIE's Research and Development Exchange and ERIC.

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A. INTRODUCTION

1. Overview

Public schools in the United States are being asked to make major reforms in order to improve the quality of education. But the costs of many of these reforms are too expensive for the funds currently available to schools. In an era of declining enrollments, diminishing public confidence, and fewer federal funds, schools are experiencing increasing costs. Many communities have refused to raise additional tax or bond money for school improvement.

Many school districts are nevertheless using community resources to upgrade the quality of the education they provide. These districts have formed partnerships with local business, industry, labor, higher education, and other organizations in order to use local resources more effectively.

This is the Annual Report for FY84 from the Ways to Improve Schools and Education (WISE) Project's exploratory study of local school-business collaboration (S-BC) to develop human resources and enrich the quality of education in the community. The focus of the study is on private sector voluntary efforts to help schools become more effective through staff development/inservice education efforts.

Project WISE seeks to help make schools more productive by enhancing staff knowledge and skills through the use of staff development/inservice training adapted from business and industry. As a means of accomplishing this, it proposed to establish a base of information for developing models and guidelines that will promote expanded collaboration among schools, businesses, state education agencies, and higher education agencies and will lead to a more efficient use of resources for staff development/inservice education.

Project WISE has conducted need sensing activities followed by a year of work involved with the pilot testing of collaboration efforts at three sites, one for each of three states (New Mexico, Oklahoma and Texas) in SEDL's six-state region. At each site, a Liaison Team (LT) was organized, consisting of representatives from: (1) the school district, (2) a collaborating business/chamber of commerce, (3) an institution of higher education, (4) the state education agency, and (5) Project WISE. These teams facilitated staff development at the sites and developed preliminary models and guidelines to promote school-business collaboration at other locales. The models and guidelines have undergone further pilot testing, review, and revision.

The models and guidelines represent a translation of research into practice and are designed to help enhance the quality of education and the effectiveness of schools through staff development/inservice education for their staff. These efforts also will enhance knowledge use for providing (1) guidelines and strategies for school-business collaboration, (2) more support for basic skills achievement, and (3) broader community support for and participation in schools. Project information is disseminated to key individuals and agencies in business, education, and state and local government, as well as through NIE's Research and Development Exchange and ERIC.

Three districts were selected, one each in New Mexico, Oklahoma, and Texas. To stay within the Project's travel budget, priority was given to districts that were closer to SEDL and/or more readily accessible by air travel. Other criteria were as follows:

a. Local education agency (LEA or school district)
   - Have a need(s) that might be met through effective training of school staff.
   - Can make these staff persons available for training.
   - Will provide a staff member, with responsibility in school staff development, to serve on the project liaison team for that site.

b. Higher education agency (HEA)
   - Will be in close proximity to the site LEA.
   - Can provide a staff member, with knowledge and experience in staff development/inservice education for LEAs and business, for a project liaison team.

c. State education agency (SEA)
   - Can provide a staff member, with responsibilities for staff development, for the liaison team.
   - Will assist with dissemination of information about project outcomes to LEAs in that state.

d. Business
   - Can provide a staff member, experienced in staff training, for the liaison team.
   - Will voluntarily help provide staff training to meet the needs identified by the LEA.

The three school districts selected were: (1) Austin, Texas; (2) Albuquerque, New Mexico; and (3) Oklahoma City, Oklahoma.

Liaison Teams were to be composed of at least five members, with at least one representative of each of the following agencies in or near the site school district. Criteria for selection of the individuals are also indicated.

-- Local Education Agency
   - Be designated by the superintendent to participate in Project WISE.
   - Have responsibility for LEA staff development/inservice education.

-- Business or Chamber of Commerce (C of C)

  - Be authorized to serve as a Project WISE Liaison Team member.
  - Have expertise in staff development/inservice education and/or
  - Have contacts with training resources in the private sector.

- State Education Agency
  - Be authorized by the State Education Agency to serve as a Project WISE Liaison Team member.
  - Have staff development/inservice education responsibilities.

- Higher Education Agency
  - Have clearance to serve as a Liaison Team member.
  - Have expertise in staff development/inservice education in business and/or education.

- Southwest Educational Development Laboratory
  - Project WISE Senior Researcher.

2. Operational Definitions

The following operational definitions are provided as background for the discussion of education-private sector collaboration and its relationship to educational inservice and staff development:

COLLABORATION: This is used in the sense of working with others in a project involving joint efforts of schools and business/community organizations. In Project WISE, collaboration also implies equal status among those involved, but the LEA is "chief among equals."

PARTNERSHIP: A relationship between two or more entities or organizations in an agreement to work toward a common goal. The partnerships in Project WISE involve schools and more than one business.

COMMUNITY: An interacting population with different roles for the individuals (based on job roles, etc.) who constitute a society or an aggregation of mutually related individuals and/or organizations in a given location. The Project WISE study pertains to communities at the local level and involves group sharing of interests or pursuits, a group linked by a common policy or goal. In Project WISE, the common interest of the community involves the improvement of educational opportunities for the children.

STAFF DEVELOPMENT: In Project WISE, staff development pertains to any personnel change efforts to improve education. This includes two aspects: staffing and inservice education. Staffing includes selection, promotion, and assignments of school staff. In school-business collaboration, a school district needing training in staffing can obtain relevant information and skills from the collaborating business.

INSERVICE EDUCATION: Any planned activity to assist school personnel in improving their professional effectiveness after employment. In Project WISE, the activity is undertaken individually or with other staff members, informally or in a structured context, with a trainer from a collaborating business to bring about school improvement by the staff's acquiring knowledge or developing skills, including interpersonal skills. When feasible, the school trainers receive the training to train other school personnel, so that the school will be self-sufficient after the initial training by the collaborating business.

B. BACKGROUND

1. Previous Work

Project WISE is an outgrowth of the Ways to Improve Education in Desegregated Schools (WIEDS) project. Project WIEDS's goal was to establish a regional base of information concerning successful strategies and remaining areas of need in improving education in desegregated schools as identified by students, parents and other community persons, teachers, principals, and central office personnel in order to conceptualize and produce a set of effective inservice education (IE) guidelines and models.

In order to attain its goal, Project WIEDS developed an extensive information base, through: (1) reviewing the desegregation and staff development/inservice education literature, (2) analyzing the U. S. Commission on Civil Rights Desegregation Case Studies and the National Institute of Education's School Desegregation Ethnographies, (3) surveying 155 central office administrators and Desegregation Assistance Center personnel, (4) interviewing 193 administrators, teachers, students, parents, and community representatives, and (5) analyzing the staff development/inservice education programs of 15 selected desegregated school districts.

Project WIEDS examined existing staff development/inservice education models, from the literature and being used in SEDL region schools, and found a general need for improvement in planning and implementing staff development. WIEDS staff then developed and tested a process model and guidelines for staff development/inservice education. Based on sound principles of adult education, the Models and Guidelines are useful for schools, whether desegregated or not; they were published in 1982 as A Handbook for Inservice Education: Guidelines for Training, Multicultural Education, and Desegregation (Austin: Southwest Educational Development Laboratory, 1982).

Outcomes from Project WIEDS pointed toward a need for enhancing staff development further through the use of appropriate, cost-effective staff development/inservice education practices. Review of educational and corporate training literature indicated that even though much is known about adult learning and professional development, there is room for improvement in staff development/inservice education for educators. Much of recent progress in adult learning methods has been developed by corporate trainers. Thus, business and industry training efforts were identified as a rich, untapped resource that schools could use to enhance their staff development/inservice education.

Therefore, efforts of the WISE Project centered on making schools more productive by enhancing their staffs' development through the use of staff development/inservice education practices adapted from business and industry. However, in order to establish and facilitate liaisons between education and business, it became clear that first a model and guidelines for effective education-private sector collaboration needed to be developed.

To accomplish this, during FY83 Project WISE (1) interacted with school-business projects in the United States, (2) reviewed relevant literature, (3) assisted with the establishment and implementation of collaborative activities at three pilot sites, (4) organized a liaison team at each site, and (5) conducted a two-day working conference of its liaison team members.

The working conference accomplished the following: (1) identified and prioritized issues involved in school-business collaboration, (2) wrote guidelines to resolve these issues, (3) developed models for implementing collaboration, (4) drew conclusions that supported the theses that education and private sector collaboration to improve schools is a viable and necessary concept which benefits the schools, business, and the community; and that liaison teams are an effective means of facilitating this collaboration, and (5) made recommendations for further activities to improve and facilitate education-private sector partnerships during FY84 of Project work.

The conference and other activities of Project WISE in FY83 laid the basis for the Context Model, Strategic Model, and the Guidelines in their prototype format (See Attachment 2) developed by the Project in FY84. The relationship of the Project WISE FY83 efforts to its FY84 efforts are discussed next in Section 2, Need for Present Work.

2. Need for Present Work

The need for Project WISE efforts during FY84 was established, at least in part, by its sites and liaison team members at the two-day working conference held during FY83. At that meeting, liaison team members reached the following conclusions:

- Education and private sector collaboration is a viable concept and worthy of implementation.
- The liaison team approach appears to be an effective means of facilitating school-business collaboration.
- Use primarily local funds and local people buy into it, "own it, and share it."
- Grant funds from a non-local source, such as a private foundation, can be helpful in starting and/or maintaining a program.
- "Outside" funds can be used without compromising the positive benefits of school-business cooperation, when its control and management are local and collaborative.
- School-business collaboration can benefit all partners and the larger community.
- Public schools should seek and utilize all available resources which are available.
- The private sector has knowledge and skills that can be transferred to schools through inservice education.

- A collaborative arrangement, such as a liaison team, should be considered as an effective approach.
- The collaborative team should include representatives from the school or district, business or chamber of commerce, and state education agency, as well, (perhaps) as from other public agencies or private organizations.
- Models, such as the Project WISE Conference "Context Model" and "Strategic Model," are necessary for effective and cost-efficient collaboration.
- Guidelines, based on the experiences of other education-private sector activities, can be of critical importance to teams who are planning and implementing school-business collaboration.
- Interaction between school-business teams at different sites is useful for learning about guidelines and for gaining new ideas and insights in the implementation of education-private sector cooperative activities.
- Interaction between members of different site teams, as in a working conference, is apparently helpful in implementing school-business collaboration.
- Other than in WISE, there is little, if any, exchange of information between collaborative projects.

The following recommendations grew out of these conclusions:

- Sites that are planning/implementing school-business collaboration activities should hold a conference wherein members of various site teams can interact to produce insights and ideas that will be useful in helping the sites achieve their goals. If possible, one or more sites that have had successful school-business collaboration experiences should be included in the conference.
- A center for information and technical assistance should be established to assist sites in the implementation of education-private sector activities.
- The liaison team approach should be further developed.
- Special efforts should be made to establish a climate for more education-private sector collaboration.
- Assistance should be provided to assist schools and other S-BC participants to obtain funding for projects.

To meet these concerns, WISE established the goals and objectives for FY84 which are discussed in the following section.

C. PLAN

1. Goals and Objectives

The goal of the WISE Project for FY84 was to facilitate the training of inservice education trainers to help meet school needs through the collaboration of schools, businesses, state and higher education agencies, and SEDL.

To achieve this goal, the following objectives and activities were proposed:

Objective 1: To have qualified consultants review the revised models and guidelines and provide constructive suggestions for improvement.

Activities:

- identify inservice education/human resource development consultants qualified to review the models and guidelines and provide constructive suggestions for improvements
- select consultants to review the models and guidelines
- secure agreements with consultants
- send to the consultants copies of the models and guidelines with criteria questionnaire to assure feedback on all relevant areas for review
- obtain from consultants their suggestions for improvements in the models and guidelines

Objective 2: To test the models and guidelines at school sites, identified and selected in FY83, in the SEDL region.

Activities:

- make arrangements for testing by individuals in school districts on Liaison Teams
- establish criteria for school sites to test the models and guidelines
- identify school sites appropriate for testing models and guidelines
- select school sites for testing models and guidelines
- send criteria with models and guidelines to assure testing of their relevant areas
- obtain models and guidelines test data from sites

Objective 3: To revise the Project WISE Models and Guidelines in the light of: (1) the reviewers' comments, suggestions, and recommendations, (2) the information collected from the Project sites.

Activities:

- use Review Analysis instrument to analyze information gathered from the LT members

- use Review Analysis instrument to synthesize the two sets of information, one set gathered from the reviewers and the other from the LT members
- prepare outline of proposed changes of Models and Guidelines
- send outline of proposed changes to LTs for their response based on on-site experience
- revise the Models and Guidelines in light of this synthesis and response from LTs.

Objective 4: To provide collaborative inservice training based on prototype models and guidelines for six LEA trainers (two from each of the three states in Project WISE during FY84) and three SEA staff development/inservice education representatives (one from each of the three states in Project WISE during FY84).

Activities:

- select participating IE representatives (three from SEAs and six from LEAs) to receive training in one three-day workshop at SEDL.
- select trainers from collaborative businesses to assist in and/or provide training at the workshop.
- coordinate collaborative planning for workshop, which will include awareness, knowledge, and skills with regard to the model(s) and guidelines.
- conduct the workshop.
- evaluate the workshop.

Objective 5: To disseminate information regarding results of the Project's research and development activities.

- prepare a brief, informative report on Project findings and the prototype model(s) and guidelines.
- use the dissemination plan to disseminate this report and other appropriate infomation about the Project.
- submit FY83 Annual REport to NIE
- disseminate Executive Summaries of FY83 Annual Report
- disseminate FY83 Conference Proceedings
- make presentation to Texas State Teachers Association
- respond to telephone and written requests for additional project information
- forward executive summary, conference proceedings, final report, and bibliography to ERIC for inclusion in its network
- meet and share information with the Division of Family, School, and Community Studies Advisory Board
- exchange education-private sector collaboration information with Secretary Bell's "Outstanding Secondary Schools" staff members in Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, and Texas during the Outstanding Secondary Schools Programs and Practices Conference hosted by SEDL May 10-11, 1984.

2. Key Staff Persons.

a. Dr. Al King, Senior Researcher
Under the direction of Dr. David Williams, Dr. A. L. King has served as Senior Researcher for Project WISE since its inception in FY83, and served previously as Senior Researcher for Project WIEDS (FY78-82). As such, he has planned, led, and supervised Project WISE efforts to gather and analyze information about successful inservice training practices, facilitated the sharing of information across states regarding effective education-private sector collaboration, conceptualized, developed, and tested the project's prototype models and guidelines, organized the project's two annual working conferences, and served as the central point of a three-state network of educators and community leaders committed to educational improvement through efficient use of community resources.

b. Sylvia Lewis, Administrative Secretary (50% time)
Under the supervision of Susan Deason performed duties specific to the Project such as typing reports, papers for publication, necessary forms and correspondence; assisting in handling conferences/meetings; making travel arrangements; and other duties such as filing, making xerox copies.

c. Susan Deason, Administrative Assistant (10% time)
Responsible for overseeing the completion of clerical-technical duties and secretarial services specific to all projects of the Division of Family, School, and Community Studies.

d. Dr. David L. Williams, Jr., Division Director (10% time)
Provided overall direction and supervision for project activities to Dr. King. Monitored and ensured completion of project activities in timely and efficient manner. Helped to ensure that quality products were developed. Provided guidance and suggestions to ensure quality work. Provided quality control for budget expenditures and project deliverables.

D. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

1. Identified and Retained Qualified Consultants to Review Revised Models and Guidelines.

Twenty-eight (28) persons were identified as meeting the criteria for potential reviewers of the Project WISE Models and Guidelines, (i.e., having experience and expertise in staff development and/or human resource development, and school-other organization collaboration). Each of these 28 individuals had previously received a copy of the Project's Executive Summary of the FY83 Report. In telephone conversations with these individuals, staff responded to inquiries about the Project, provided additional information about the Models and Guidelines, discussed the review process, and answered questions posed by the potential reviewers. Each of these reviewers expressed interest in receiving a copy of the Models and Guidelines along with the review questionnaire.

These 28 potential reviewers can be categorized by job roles as follows:

School District representatives	- 6
Business or school-business third-parties	- 6
State education agencies	- 5
Higher education agencies	- 6
Parent/community organizations	- 5

Project WISE staff planned to have at least 10 reviews, two from each of the job role categories, and with as much ethnic and gender balance among reviewers as possible.

In subsequent phone calls to potential reviewers who received the Models and Guidelines questionnaire (see Project WISE Quarterly Report for the period March 1, 1984 - May 31, 1984), the review process was again discussed. While each of them expressed interest in being a reviewer, only 22 indicated that they would probably have time to complete the reviews. These 22 were encouraged to do so and were sent a review package.

Thirteen (13) reviewers completed and returned their comments regarding the Project WISE Draft Models and Guidelines. Three of the reviewers are in Texas, six are in other states in the SEDL six-state region with four in states outside the region.

Ethnically, there are two Hispanic, three Black, and eight Anglo reviewers. There are seven female and six male reviewers. Representation by job roles is as follows:

I.	School districts	- 2 reviewers
II.	School-business collaboration projects	- 3 reviewers
III.	State education agencies	- 2 reviewers
IV.	Parent/community organizations	- 2 reviewers
V.	Colleges/universities	- 4 reviewers

On the Review Analysis instrument (see the Project WISE Quarterly Report for the period March 1, 1984 - May 31, 1984), each reviewer is identified by role group as indicated above, i.e., I-1 is reviewer number one from a school district, I-2 is the second reviewer from a school district, II-1 is reviewer number one from a school-business collaboration project, and so on. The Review Analysis instrument allowed grouping of the reviewers' comments, suggestions, and/or recommendations according to review questions and reviewers' role groups. This procedure afforded the Project WISE staff a means of analyzing the reviewers' input for each segment of the Models and Guidelines. All 13 reviewers indicated their support for the project and provided constructive comments, suggestions, and recommendations to improve the Models and Guidelines. The comments, suggestions, and recommendations were used along with information gained from testing the Models and Guidelines at the three Project WISE sites.

Information about use of the Models and Guidelines was gathered from the sites based on the Liaison Team's experiences in the field. Copies of the same questionnaires sent to the reviewers were provided to the Liaison Team members for reporting their field experiences. Use of the same instrument allowed a measure of comparability between the reviewers and the Liaison Team members' assessments of the Models and Guidelines. This information from the Liaison Teams was collected and also used along with that provided by the reviewers in revising the Models and Guidelines.

Suggestions to improve the Models and Guidelines also came from the Division of Family, School, and Community Studies Advisory Board in their meeting with Division staff in April. Project WISE staff kept the Board informed about the Models and Guidelines and other Project activities. Included in the advisors' several recommendations for WISE were the following: (1) simplify some of the language used in the Models and Guidelines, (2) produce a brief brochure containing the basic elements of the Models and Guidelines and information about how readers could receive the full version, (3) involve the SEDL region's six chief state school officers more actively in the Project, (4) collaborate with additional organizations and agencies, (5) initiate broader, more effective dissemination of Project information, and (6) establish a list of individuals to contact in regard to future Project activities. This last suggestion, for example, included the names of an individual with the Public Service Company of New Mexico who might be receptive to ideas about collaborative efforts involving small rural schools.

2. Visited FY84 Sites

Meetings were held with Liaison Teams at their respective sites by Al King during late July and early August, FY84. In preparation for these meetings, Project WISE staff drafted "Tentative Site Meeting Objectives" and sent them with a letter asking for input from all LT members. After members' recommendations for changing the objectives was received, a revised set was prepared, as shown below in Exhibit 1.

Exhibit 1
SITE MEETING OBJECTIVES

To discuss needs and/or problems

To plan our October Conference
Discuss: (1) How might help meet site needs
(2) Draft goal and Objectives
(3) Major topics
(4) Presenters/trainers
(5) Agendum

To discuss revisions of Project WISE draft Models and Guidelines
(1) Content
(2) Booklet and brochure
(3) Title

To discuss Liaison Team (including Project WISE staff) activities:
(1) Prior to conference
(2) During conference

To report on and discuss Liaison Team accomplishments

A meeting agendum, based on this revised objectives list, was prepared. The agendum, list of objectives, and a discussion draft of the October Conferences were sent to the LT members before the meetings. During the meetings, the objectives were accomplished. This was reflected in revisions of the October Working Conference agendum and the WISE Models and Guidelines (See Attachment 1). Revision of the Models and Guidelines is discussed further in the next section.

3. Revised Models and Guidelines Based Upon Consultants' and Liaison Team Members' Recommendations

After LT members' recommendations were obtained, a synthesis of their comments was prepared (see Project WISE Quarterly Report for the period June 1, 1984 - August 31, 1984).

In a similar fashion, four reviewers and five Liaison Team members recommended that stress be placed not only upon the Models and Guidelines being made generally applicable to partnerships formed to provide assistance in meeting school staff development and/or inservice education needs but also with respect to planning and implementing collaborative efforts to meet any school need.

In only one instance did there seem to be incompatibility in the recommendations. This was not between the two sources, i.e., between reviewers and team members. Rather, it was among each group. Some team members and some reviewers recommended shortening and simplifying the Models and Guidelines. Other team members and reviewers suggested that more detail be added, particularly with regard to the two models and examples of projects.

To obtain more information about this seeming incompatibility, Project staff telephoned both the LT members and reviewers who advocated shorter, simpler and those who recommended longer, more detailed versions. The additional information gathered from team members and reviewers disclosed that the divergent views resulted from their having two more or less distinct audiences in mind. Some visualized a simple, two-to-four-page publication that would catch the interest of a potential project's policymakers as well as its supporters in the general community.

The other respondents were recommending a more detailed "how-to" document for people who would actually plan and implement collaborative partnerships. This audience would be composed of the project's liaison persons, the task force or committee who actually "put things together" and work to make the partnership operate, and those who help it operate effectively and smoothly. These would be the volunteer and/or paid staff who manage such projects. Their duties might be to: implement the plan and have input in the planning; develop implementation strategies; oversee the budget; schedule day-to-day events and activities; take care of unexpected small problems; and evaluate as well as report on the process, progress, and products of the project. As such, these managers would need specific information about issues and problems and how to address them.

The Liaison Teams and Project WISE staff then discussed the possibility of producing two deliverables: (1) a short brochure for an audience with general interest in, and who might be supportive of, education-private sector partnerships, and (2) a longer document with more information for the people who would be planning and implementing a partnership effort or program. This decision was to be made at the FY84 Working Conference. In preparation for the conference, a draft of the booklet was produced by Project Staff (See Attachment 2).

4. Organized and Held Working Conference

As further preparation for the October working conference, Project staff also prepared discussion drafts of the goal, objectives, agendum, and criteria for consultants/presenters. These drafts were then discussed on site with members of each of the Liaison Teams and the tentative agendum was then re-drafted to include team members' suggestions.

a. Theme of the Conference

Project staff developed a theme for the conference to reflect progress made by the Liaison Teams' projects: **"From Millstones to Milestones: Schools and Community Developing Resources Together."** A millstone can be described as something that grinds or crushes; a heavy load, as around one's neck. A milestone can be described as a stone used as a milepost, a significant point in development, a lasting marker to show others the way.

The rationale for Project WISE is embedded in the idea that many communities have overcome the millstones of negative stereotypes (that schools, businesses, and community groups have had of each other). They have overcome the millstone of lack of effective, positive communication. These community projects have gone on to establish milestones in collaborative efforts - milestones indicating a point in significant development of local resources and milestones as lasting markers to exemplify how other community projects might proceed.

b. Goals and Objectives of the Conference

The Project WISE Models and Guidelines are based on sharing information about successes and problems of projects around the U.S. as gleaned from the literature of other efforts and from interaction with people involved in those projects. The October 1984 Conference reflects this give-and-take sharing of information with a focus on meeting school training needs. This goal of the conference, and the enabling objectives to reach its goal are as follows:

Goal

To provide models, guidelines, and training methods for use in facilitating school-community collaboration efforts to help meet school training needs.

Objectives

1. To share information gathered from Liaison Teams' activities in education-community collaboration conducted since the October, 1983, WISE Working Conference.
2. To discuss issues raised by conferees.
3. To propose methods for resolving these issues.
4. To analyze and discuss the "Project WISE Models and Guidelines for Education-Community Collaboration."
5. To recommend revisions for the Models and Guidelines.
6. To be aware of methods for training trainers to implement education-community collaboration.

c. Description of Conferees and Presenters

Conferees were 20 Project WISE LT members and staff. (See Attachment 5a for a List of Liaison Teams Members at the conference.) The teams are based on representation from the following agencies: (1) LEAs, (2) SEAs, (3) HEAs, (4) businesses/chambers of commerce, and (5) SEDL. Nevertheless, Project WISE staff made good faith efforts to reflect the gender and ethnic population of the three sites' states. Ethnic and gender representation in the LTs at the conference are shown below in Exhibit 2.

Exhibit 2
Ethnic and Gender Representation on the Project WISE
Liaison Teams and staff, FY84 Conference

	Male	Female	Totals
Black	2	2	4
Hispanic	2	0	2
Anglo	8	6	14
Totals	12	8	20

Two additional invited Hispanic females and one black male were unable to attend.

The expertise and job roles of the presenters were decided in the 1984 summer site meetings and adhered to closely in the selection (See Attachment 5a). But efforts were also made to balance representation among the presenters. This is shown in Exhibit 3.

Exhibit 3

Ethnic and Gender Representation of Presenters,
FY84 Conference

	Male	Female	Totals
Black	1	1	2
Hispanic	1	0	1
Anglo	2	5	7
Totals	4	6	10

One invited Hispanic female presenter was unable to attend.

Job role representation among the presenters included six from business and four from education. Two others from schools were invited but unable to attend.

A major reason that the Working Conference was held in Dallas in FY84 was because of LT input in the planning of the conference. Team members suggested that the conference be held on "neutral territory" (not a LT site) and where qualified presenters could be accessible. All conference presenters are based in the Dallas-Fort Worth area.

d. Conference Evaluation

Conference evaluation data were collected in three forms:

(1) Near the end of the conference there was general group discussion in response to the question: "What have we accomplished?" This discussion was audio-taped and transcribed.

(2) Three small groups used an open-ended qualitative instrument (Qualitative Evaluation, Attachment 3) in the last activity of the conference.

(3) Questions with regard to the conference were included in a mailed questionnaire (Summative Survey Instrument, Attachment 4).

Responses to "What have we accomplished?" were audio-taped and then transcribed. The following responses are selected by Project staff as representative of key concepts generally agreed upon during the discussion.

- "We have realized the importance of momentum [in our projects] and learned how to develop it and keep it." "We must keep moving."
- "We have shared and developed new ideas."
    - "...why partnerships are so important to businesses."
    - "...how to utilize VTR."
    - "...how to report to the community."
    - "...how important a good network can be."
    - "...to provide orientation and training."
        - "As early as possible."
    - "...how to develop partnerships in small school districts."
        - "...and rural schools."
        - "I can share this with neighbor districts."
    - "...how to involve more members and organizations in partnerships."
        - "...to fill in gaps."
        - "...to leave no stone unturned."
- "We have tested our practices. Some are validated, others are questionable."
- "...strengthened our convictions."
- "We have extended our network."
    - "And know now we need to extend it further."

For additional qualitative evaluation of the conference, conferees were self-divided into small groups of 5, 4, 6, and 8. The groups were then asked to list in 10 minutes as many qualitative statements about the conference as they could. They were also requested to make specific statements as to:

"What was done well?"
"What was useful?"
"What could have been more valuable?"

"What should have been done differently?"

Participants were asked to indicate the total number of people in the group and indicate how many people in the small group agreed with each statement.

It seems useful to examine the qualitative responses as evaluating two aspects of the conference: (a) quality of information and value of the information sharing and (b) general quality of the conference.

(a) Quality of information and value of information-sharing

- "Caused us to re-think our original thoughts and ideas." (5/5)
- "Provided concrete information." (5/5)
- "Good information on ways teachers are being stroked." (5/5).
- "Provided lots of information that can be shared at home." (6/6)
- "Great opportunity for networking." (6/6)
- "Excellent quality of presenters." (6/6)
- "Speaker selection good." (5/5)
- "The comments from the two partners from each of the presenting teams this morning [second day, Wednesday], in addition to the "adoptors" yesterday, provided insight and ideas of specific activities that can be used elsewhere." (4/4)
- "Most helpful was the exposure to post 'start-up' issues: record-keeping, reporting, maintaining momentum." (4/4)
- "The testimonials gave concrete examples as to the benefits of partnerships." (4/4)
- "Provided ideas of moving beyond Adopt-a-School to partners in education." (4/4)
- "Great opportunity for inservice of new employee." (6/6)
- "Not enough time spent on review of guidelines." (6/6)

(b) General Quality

- "Worthwhile conference." (5/5)
- "Productive." (5/5)
- "Better schedule (timing, etc.) this year." (4/5)
- "Some sessions should have been video taped." (4/5)
- "Should look at PR [public relations] and getting our message to the public as an agenda item next year." (8/8)
- "Involve volunteers, teachers, students on panel and with group." (8/8)

The conference was evaluated by the conferees two to three weeks after the conference. A twelve-item questionnaire was mailed to all Liaison Team members two weeks after the Project WISE Working Conference. One specific question, number 7, asked: **"Was [the Project WISE Working Conference] useful for your purposes?"** It was intended that the timing and context of this evaluation strategy would give the conferees an opportunity to evaluate the conference from a larger perspective of how useful the conference might be for their specific purposes. It appears as though this intention was realized. The responses are discussed later in Section D. 10 below. (A copy of the questionnaire is Attachment 4.)

e. Results and Outcomes of the Conference

There are three major outcomes of the Project WISE Working Conference. There are: (1) a set of improved Models and Guidelines, (2) new information and ideas, including methods of training and orientation with which to carry out and/or expand S-BP projects, and (3) recommendations for future activity.

The LTs in conference decided to add two significant sections to the Models and Guidelines, examples of S-B Partnerships and S-B Partnerships for school staff development. Recommendations for adding the examples had been made by some LT members and Models and Guidelines reviewers earlier in 1984. It was suggested that these would give ideas to people planning new S-BP efforts. No decision was made until Project WISE staff drafted examples of varying length and details about highly regarded projects. These were discussed at the conference and conferees decided to use some longer descriptions and some short ones. (The "Examples" discussed in the conference are Attachment 2a.)

Conferees also decided to add to the Models and Guidelines a brief section on school-business collaboration for staff development. When developed, this will include special guidelines for partnerships to help meet school training needs both for introductory training and orientation of staff involved in any collaborative activity, as well as specialized training to meet school needs.

After examination and discussion of the draft Models and Guidelines booklet, conferees decided that this should be the format of the basic Project WISE Models and Guidelines for School-Business Partnerships. A brochure of about eight pages should also be developed. The document would contain more detailed discussion of above topics with regard to partnerships as well as information about history/background, and cost-benefits, issues, Strategic Model, and selected bibliographic references.

The brochure would not include the Strategic Model and would only briefly discuss the following with regard to education-private sector collaboration: (1) a rationale, (2) benefits, (3) generalized guidelines, (4) essential elements of the Context Model, (5) examples of successful projects, and (6) suggestions for the next steps in establishing a partnership. These next steps would include a reference to the booklet and how it could be obtained. Outlines of the booklet and of the brochure are appended as Attachments 2b and 2c, respectively.

In a live discussion of "What have we accomplished?," conferees indicated some of the value of the conference to them. Outcomes for the conferees are also discussed in "Summary Evaluation," Section D.10 below.

Conferees' recommendations for future activities are discussed in Section E. "Major Recommendation..." later in this report.

5. Disseminated Information

During FY84, Project WISE disseminated 2,797 copies of its Executive Summary, 92 copies of the Proceedings for the 1983 Working Conference, and 45 copies of its prototype Models and Guidelines. Details of the audiences for each of these publications follow:

Executive Summary Dissemination List

Role Group	Number of Copies
Schools	14
State and regional education agencies	32
Other education agencies and associations	64
Businesses and chambers of commerce	24
Higher education agencies	11
City, state, and federal government (Includes chairpersons of state legislatures' education committees in six states of SEDL region)	17
Private foundations	2
Journals and magazines Education - 37 Business - 15	52
ERIC	1
Regional research and development laboratories and centers	14
National non-profit organizations with education and private sector interests	38
Reviews of Project WISE Models and Guidelines	28
School superintendents in SEDL's six-state region	2,500
	2,797

Conference Proceedings Dissemination List

Role Group	Number of Copies
Schools	3
State and regional education agencies	9
Other education agencies & associations	41
Higher Education agencies	1
City, state, and federal government (Includes chairpersons of state legislatures' education committees in six states of SEDL region)	14
Private foundations	4
ERIC	1
Regional research and development laboratories and centers	1
Non-profit organizations with education and private sector interests	1
Project WISE Liaison Team members	17
	92

Reviewers for the Project WISE models and guidelines were sent not only the models and guidelines and the criteria for reviewing them, but also an "Executive Summary." The "Executive Summaries" were included so that the reviewers would have background information about Project WISE and its purpose.

Models and Guidelines

Role Group	Number of Copies
School district representatives	6
Business or school-business third-parties	6
State education agencies	5
Higher education agencies	6
Parent/community organizations	5
Liaison Team members	17
	45

In addition to disseminating these publications, Project WISE responded to requests for information from or provided information about the Project to:

- Special Assistant to the President of the United States for Private Sector Initiatives.
- Superintendent of Education, State of Louisiana.
- U.S. Congressional Representative, 10th District, Texas.
- Texas House of Representatives, Higher Education Committee Chair.
- Director, Governor of Texas' Office of Economic Development.
- Associate Executive Director, American Association of School Administrators.

6. Participated in May 10-11, 1984 Conference to Honor Outstanding Secondary Schools

In Austin, May 10 and 11, SEDL staff presented and hosted 353 conferees in a conference to honor 22 of U.S. Secretary of Education Terrell Bell's Outstanding Secondary Schools in Colorado and five states of the SEDL region. Conference staff provided Project WISE staff with opportunities to present information about education-private sector collaboration and to learn more about how these outstanding schools were involved in collaborative projects. A major theme of the conference was how public education and private sector partnerships can help promote excellence in schools. Reports from the "State Roundtable Discussions on Strategies for Business-School Cooperation" indicate that representatives of the Outstanding Schools are interested in initiating and/or increasing education-private sector collaboration and that there is a need for the models and guidelines that Project WISE is producing. Summaries of the Project WISE presentation and the State Roundtable Discussions, in the 1984 Conference to Honor U.S. Secretary of Education Terrell Bell's Outstanding Secondondary Schools, prepared by the SEDL conference staff, are Attachment 6.

7. Presentation to Texas School Teachers Association Critical Issues Conference

Contact was made with the Texas State Teachers Association (TSTA) after its "Proposal for Reform of Texas Public Education" was published (July 1983). In Section IV, titled "We Must Reform and Renovate In-service Training for Teachers and Administrators," there were proposals for both teachers and administrators. For teachers, TSTA proposed "the creation of a state-funded, locally and cooperatively organized program of teacher/industry exchange, allowing teachers on-the-scene experience in growth segments of the economy, which have impact on relevant curriculum and expertise for use in our schools."

For administrators and supervisors, TSTA saw "a real need for specialized administrator-oriented in-service training that would provide learning experiences in areas such as pupil and personnel management, evaluation of instruction, pupil discipline alternatives, community relations, and other related areas....much can be learned from management studies."

Subsequently, the TSTA invited the Division of Family, School, and Community Studies to make presentations on "Ways to Improve Schools and Education" at the Critical Issues in Education Conference in Austin, February 10 and 11, 1984. The Project WISE presentation provided insights about how school-business collaboration could be applied at the building and classroom levels.

8. Contacted Tentative Sites for FY85 Activity

Project staff contacted school, business, and SEA representatives at sites in the three states of the SEDL region that have not been directly served by WISE. These representatives have expressed their willingness to participate in Project WISE and could serve as LT members. A school district in Mississippi initiated contact with WISE and requested consideration as a prospective site.

9. Compiled a School-Community Partnerships Bibliography

As a result of its extensive review of school-business/community collaboration literature, Project WISE has compiled a bibliography, 39 pages as of November 9, 1984 (Attachment 7). This bibliography has been submitted to the ERIC system. The Project plans to produce a selective annotated bibliography to be produced in FY85. This bibliography will include resources located by WISE during FYs 83-85.

10. Summary Evaluation

In addition to the conference evaluation previously discussed in D.4,e, a summary evaluation was also designed and conducted. A 12 item questionnaire was prepared and mailed to all Liaison Team members (Listed in Attachment 5b). This evaluation was designed to provide information about the extent to which Project WISE had been of assistance to the team members during their efforts in FY84.

For six of the conferees, the FY84 conference was their first direct contact with Project WISE. Four of these six were new LT members and the two others were temporary replacements for LT members who could not attend the conference.[1] Of the 17 conferees responding to the questionnaire, five were among those unable to attend the FY84 conference. In analyzing the responses, it appeared useful to examine them in three groups. This grouping was based on two factors with regard to the LT members' experience with the Project: (1) whether they attended both the FY83 and FY84 Working Conferences or only one and (2) how long they had been members of their Liaison Team or were substitutes at the FY84 conference. The 17 responses are thus examined in the three groups below and then aggregated:

---

[1] Four of the early members have left their LTs because of changing jobs and/or locations. All four have continued interest in the Project and serve willingly as "advisors" to it.

a. members of WISE Liaison Teams more than one year and attended both the FY83 and FY84 conferences (Seven responses);
b. members of WISE Liaison Teams more than one year, but attended only the FY83 conference (five responses);
c. new Liaison Team members, the FY84 conference was their first contact with Project WISE (five responses).

#1. To the best of your knowledge, what are the purposes of project WISE?

A. Comments

(1) To consolidate information on partnerships between businesses and schools; to develop a guide for other cities to implement such partnerships.
(2) To bring together educators and private sector people to collaborate to improve schools.
(3) To gather and disseminate information regarding successful school/business partnership programs.
(4) To collect and synthesize knowledge and practices concerning school-community relations.
(5) To develop a communication process to produce a stronger educational system through sharing information about successful school-business collaborative arrangements.
(6) To bring people in partnership together to share information about their collaborations and to network together.
(7) Improvement of schools and education in cooperation with community agencies and the private sector.

B. Comments

(1) To develop models for increasing the effectiveness of business involvement in public education; to stimulate business/school partnerships.
(2) To enhance the knowledge and skill of educators in developing school-business relationships.
(3) Establish a better understanding of education and its needs along with including the business sector.
(4) To study and enhance working relationships between business and industry and education in six states; to explore new methods of cooperating.
(5) To encourage partnerships between schools and businesses. To explore options cities have for getting cooperative arrangements started.

C. Comments

(1) Providing models, guidelines, and training methods for for school-business collaboration.

(2) I am a late arriver to the project, but: to inspect model partnerships and to disseminate that information to others interested in it.
(3) To provide assistance, information, and resources regarding schools and ways to improve education.
(4) To develop models and guidelines for community-business-education partnerships.
(5) To further community-business-school partnerships.

#2 Do you think these purposes of Project WISE are being accomplished?

	Yes	No	N
A	7(1)	0	7
B	5(2)	0	5
C	5	0	5

(1) Two responses were qualified:
"Yes,...but not enough done yet to get the word out."
"Yes, partially. Dissemination of ongoing successful programs should be improved."
(2) One caveat:
"Yes. Is successful, but do not stop here--more needs to be done."

#3. Are you clearly informed about your role in the Project's work? Please describe your role.

	Yes	No	N
A	6	1(1)	7
B	5	0	5
C	2	3(2)	5

(1) "to facilitate and inform other participants of what we're doing."In responses to subsequent questions, all
(2) three of these new members indicated that they were attending the conference to share (give and receive) knowledge with other LT members at and after the

conference and to share information with others in their agencies. Project WISE staff has talked with these three new LT members and clarified their roles.

#4-a. Have you used or do you plan to use any of the information provided to you by Project WISE?

	Yes	No	N
A	7	0	7
B	5	0	5
C	5	0	5

#4-b. If so, name what you will use.

A. Comments

(1) "Have been using since first session, 1983. Especially WISE model is good...."
(2) "Information from other project teams."
(3) "Shared with appropriate members of the TEA staff."
(4) "....At my school board meetings.... I used the 'Dairy Queen' reading and school attendance idea...now duplicating it here."
(5) "Types of partnerships...: job fairs, career days, field trips;...an evaluation form."
(6) "Techniques from first workshop [conference]...helped me give workshops to state education agency people. Information (content) of conference was valuable."
(7) Blank.

B. Comments

(1) "...extensively utilized 'Models and Guidelines' in developing this program area."
(2) "linking vocational education with business and industry and chamber of commerce."
(3) "I read everything sent out...increases my knowledge...helps me keep in touch with the field."

C. Comments

(1) "...materials provided...on a daily basis."
(2) "The models and guidelines...."
(3) "Panel discussions at conference were valuable...in [Austin Independent School District]...."
(4) "Models from conference."
(5) "Ideas and suggestions from the conference."

#5. For what purposes will you use information provided by Project WISE? With whom?

A. Comments

(1) "To work with schools more efficiently and to get more collaboration going. Have formed a consortium of schools and 26 youth employment agencies in the states."
(2) "To further develop our programs with chambers and businesses."
(4) "....At my school board meetings I discuss problems that have been solved at other cities. I used the 'Dairy Queen' reading and school attendance...duplicating it here."
(5) "To strengthen existing partnerships; and with teachers and business leaders, so they can get actively involved with partnerships."
(6) "Education agency staff."
(7) "Students in [university] classes and the community in general."

B. Comments

(1) "To assist State [Education] Department staff in community-business involvement in education programs. To assist school districts.... To assist private sector groups...."
(2) "...share the information with Career Guidance Council so we can incorporate the materials...."
(3) "To strengthen and consolidate our program...."
(4) "Adopt-a-School Program...."
(5) "To upgrade present operation...district and business."

#7. Was this conference useful for your purposes? If yes, how? If no, why not?

	Yes	No	N
A	7	0	7
B	5	0	5
C	5	0	5

A. Comments

(1) "WISE Models and Guidelines; information about other projects."
(2) "...many new and interesting ideas."
(3) "It broadened my concept of school-community relations."
(4) "...new contacts, ...new things. Good overall picture and update."
(5) "...good foundations and relationships...cities and project directors....good communications link between people who are active and want to share ideas."

(6) "met with industries adopting schools and with the school people who are adopted. Learned from others than just administrators of projects. Materials helpful too."
(7) "Information sharing...."

B. Comments

Not applicable. Did not attend FY84 conference.

C. Comments

(1) "...providing models, guidelines, and training methods...in my case as a new adopt-a-school coordinator....practical information...put to use right away and I find myself referring to the packet I brought back all the time. I refer constantly to materials....have also phoned several presenters for additional information."
(2) "It provided information as well as human resources for networking."
(3) "Information on Dallas program was especially helpful. Panel discussions...were valuable.... Learned a lot from people doing what we want to do."
(4) "Good information exchange. Valuable getting other communities' input."
(5) "Got a lot of new ideas; how we can get better involvement and participation."

#8. Are you benefiting from being involved with Project WISE? Explain your answer.

	Yes	No	N
A	7	0	7
B	5	0	5
C	5	0	5

A. Comments

(1) "WISE makes my job a lot easier; with research they've done..., keeps me from having to reinvent the wheel, ...focus more on where we should be going."
(2) "Securing information otherwise unobtainable."
(4) "WISE reinforces all the types of things we are about.... Makes a difference.... And when you can pull businesses and schools together, the quality of life improves."
(5) See #2.5; #4.4; & #7.4.
(6) See #2.6; #4.6; and #7.6.

(7) "...Project WISE has aided me tremendously in the areas of program development and [university] classroom enhancement."

B. Comments

(1) "Because Oklahoma needs greater involvement in school-business collaboration, and if it had not been for WISE, I wouldn't know what I know now...."
(2) "As a forum for information exchange."
(3) "The Office of Government and Community Affairs is a new State Department of Education program. As program director, I have utilized the resources from SEDL, specifically Project WISE, in the development of the program. ...extensively utilized 'Models and Guidelines...'."
(4) "...valuable resource."
(5) "...communicating with others who have similar interests and objectives."

C. Comments

(1) "See...above." "....as a new adopt-a-school coordinator.... I received much practical information...."
(2) "See above." "It provides information as well as human resources...."
(3) "See above." "Information on Dallas program.... Panel discussions...."
(4) "For amount of involvement,...."
(5) "Materials...methodology model...very helpful in trying to develop local program."

#9. Is either your school district, organization, agency or institution benefitting from Project WISE efforts? Please explain your answer.

	Yes	No	N
A	7	0	7
B	5	0	5
C	5	0	5

A. Comments

(1) "Helps both [school and chamber of commerce]; ...work together in a viable partnership. I work for both...."
(2) "Broadening our knowledge base."
(3) "The benefits are...long range...there will be greater school-community involvement in the future."

(4) (LEA representative) "Enables community to know about schools, to buy into them and get involved. The communities realize that schools are the community. Strengthens the commitment to quality of life and education."
(5) (Businessman) "I have received information about youth programs across the U.S. and implemented them here, then taken advantage of them in my own several businesses...."
(6) (SEA representative) "Because of my role--I'm fulfilling it because of WISE assistance."
(7) (HEA representative) "Our involvement with Project WISE has helped us to better identify and solidify our goals and objectives. We have learned about new resources and have made many valuable contacts."

B.Comments

(1) "Same as 8.1 above."
(2) "To a degree because as manager of a partnership program, I can be aware of possible pitfalls and bring fresh ideas to the program."
(3) "Yes. But not at current time; have changed organizations."
(4) "Please refer to above responses."
(5) "Indirectly, through the knowledge I have gained from WISE."

C. Comments

(1) (LEA new program coordinator) "...a very meaningful pre-employment training program."
(2) (New LEA representative) "We are implementing a business/school partnership in our community and WISE has been helpful and insightful."
(3) (New C of C program coordinator) "...now we're just getting in motion."

#10. What recommendation(s) for improvement, if any, would you make to SEDL's WISE Project for the future?

A. Comments

(1) "More of same. Dallas conference was excellent."
(2) "More information dissemination. Quarterly Reports for all projects."
(3) "None."
(4) "(a) PR needs to be extended to more cities; (b) Projects need to be highlighted...into other cities and share; (c) videotape conferences and programs to help accomplish (a) and (b); (d) This program showed that if conferences are held in cities where good programs are, we can get indepth information; (e) consortium of talent needs to be developed so SEDL doesn't have to do

everything. Need SEDL representatives in other cities to keep communication clear and quick."
(7) "None."

B. Comments

(1) "Getting people together has been so well-planned and sequential, it's hard to say what to improve. (a) Possibly, going on site to a project. (b) Maybe a slide-tape with interviews of people doing school-business collaboration; 'see it in action.'"
(2) "Develop a directory of communities (in addition to current SEDL sites) involved in business/school partnerships with names of contact people, their addresses and phone numbers."
(3) "None."
(4) "At this time, none."
(5) "None. It seems just fine."

C. Comments

(1) "We just need more of the same--keep ourselves jazzed up!"
(2) "None."
(3) "Although realize theory is important, seems the model is theoretical and needs more about what 'really' works..., i.e., these are kinds of concerns you'll face - turf, etc."
(4) "Experience in Oklahoma City--with businesses taking more active role--could be beneficial to us and to WISE."
(5) "Should have more district representatives from other than administration--to all phases of employment."

#11. In what way(s) might Project WISE be of assistance to you in the future?

A. Comments

(1) "Keep us informed of other collaborative efforts across the U.S. Need information on grants for spreading our ideas across the state."
(2) "Above" (More information dissemination. Quarterly reports from all projects.")
(3) Blank.
(4) "Continue to do what it's doing" ("Do ideas in #10 [more PR, get information to others"].) "I want to meet others who feel as confident as we do here."
(5) "Continue to develop and extend our network and help me keep up access to the network information."
(6) "By continuing to make resources available. Videotape the sessions! Could use them here in New Mexico."
(7) "I think that the packaging and dissemination of materials by Project WISE would be of great assistance to our program."

C. Comments

(1) "To provide a list of possible funding sources for the Career Guidance Institute."
(2) "Continuing to provide a vehicle for information about models in other cities...."
(3) "Always valuable to get together and swap ideas. Conferences or newsletter might be possibilities."
(4) "...more information on business-education partnerships."
(5) "Through [human] resources--making them available or referring them to us."

#12. Please comment below on any of these questions in greater detail.

A. Comments

(1) "I've been very fortunate to be part of WISE; I like and respect the profesionalism of all the people involved."
(2) Blank.
(3) Blank.
(4) "We could hear more from other states outside region too, many demonstration projects in U.S. Have probably gleaned as much as we can from our three states. Need to expand information base."
(5) "I give total support to the project and its leadership in Al King. He has been the strong point in the project and SEDL is fortunate to have him leading it."
(6) "The money is well spent with WISE in getting people who have been brought together. Flexibility in getting people together has been good. Good return for the investment made. It's so important to share what we know and this is what WISE has helped happen. Well done."
(7) Blank.

B. Comments

(1) "I hope the Project will be continued. It's a crucial area that needs to be explored for more development. All industries could make a contribution and all are not yet. We may need to push for 100%."
(2) Blank.
(3) Blank.
(4) Blank.
(5) Blank.

C. Comments

(1) Blank.
(2) "Attending the WISE conference was probably the best thing that could have happened to me as a new employee

in the Adopt-a-School program and I would like to be informed of any future conferences and I will certainly plan to attend."

(3) Blank.

(4) "I appreciate the exchange of information. Am especially interested in the New Orleans experience."

(5) "Overall the conference was good, got people from various geographic areas to share, was highly impressed."

E. MAJOR CONCLUSIONS AND RECOMMENDATIONS

Project WISE Liaison Team members took advantage of several opportunities to draw conclusions from their S-BP experiences and to recommend future activities for Project WISE. There appear to be no substantial differences between conference groups A, B, & C (as discussed previously in the Summary Evaluation) with regard to types of conclusions or recommendations.

1. Conclusions

Conclusions were drawn during oral discussion of the question "What have we accomplished?" (previously discussed in Section D.4,d). These conclusions may be summarized as follows.

(a) School-business partnerships can improve schools all over the region and the country.
(b) It is important for school-business partnerships to
  - develop and maintain momentum
  - generate good public relations, through the media and other appropriate means
  - be part of a network for sharing information
  - provide orientation and training to everyone involved in the partnership

2. Recommendations

Liaison Teams have made important recommendations to facilitate school-business partnerships at their sites and others' during 1985. These recommendations were provided at the October Working Conference during oral discussion of (1) "What should Project WISE do next?" and (2) qualitative evaluation of the conference as well as (3) in the summary evaluation in questions 10, 11, and 12 (previously discussed in Section D.4). These recommendations have two intertwining themes: (a) dissemination of information and/or networking and (b) continuation and/or expansion of Project WISE efforts. The recommendations in their unedited form are as follows:

- "(a) PR needs to be extended to more cities; (b) Projects need to be highlighted...into other cities and shared [with them]; (c) videotape conferences and programs to help accomplish (a) and (b)."
- "Getting people together has been so well planned and sequential, it's hard to say what to improve.... Maybe a slide-tape with interviews of people...in action."
- "By continuing to make resources available. Videotape the sessions! Could use them here in New Mexico."
- "Keep us informed of other collaborative efforts across the U.S."
- "Always valuable to get together and swap ideas. Conferences or newsletter might be possibilities."
- "Continue to do what [Project WISE is] doing."
- "Continue to develop and extend our network and help me keep up access to the network information."

- "Continuing to provide a vehicle for information about models in other cities...."
- "...more information on business-education partnerships."
- "We could hear more from other states outside the region, too."
- "I appreciate the exchange of information. Am especially interested in the New Orleans experience [which Project WISE proposes to study in FY85]."
- "...I would like to be informed of any future conferences and I will certainly plan to attend."
- "I hope the Project will be continued. It's a crucial area that needs to be explored for more development."

The Liaison Teams' recommendations pertain to human resources as well as other resources. This is indicated in the following unedited recommendations by the LT members:

- A "consortium of talent needs to be developed so SEDL doesn't have to do everything. Need representatives in other cities to keep communication clear and quick."
- "Develop a directory of communities (in addition to current SEDL sites) involved in business/school partnerships with names of contact people, their addresses and phone numbers."
- "I want to meet others who feel as confident [about their projects] as we do here."
- "Through human resources--making them available or referring them to us."
- "Need information on grants for spreading our ideas across the state."

In future activities, Project WISE staff will seriously consider the conclusions and recommendations of its Liaison Teams.

F. RECAPITULATION OF DELIVERABLES AND ADDITIONAL PRODUCTS

1. Three quarterly reports and one annual report.

2. The prototype models and guidelines revised after testing, review, and revision.

3. A description of the FY84 conference.

4. A synthesis of conference outcomes.

5. A description of plans for incorporating conference recommendations into the model and guidelines.

6. A list of conference participants.

7. Summaries of Project WISE Presentation and State Roundtable Discussions in the 1984 Conference to Honor U.S. Secretary of Education Terrell Bell's Outstanding Secondary Schools.

8. School-Community Partnership Bibliography.

ATTACHMENTS

1. Project WISE Working Conference Agendum

2. Project WISE Prototype Models and Guidelines for Education-Community Partnerships

2A. Education-Community Partnership Example Samples

2B. Project WISE Models and Guidelines for Education-Community Partnerships Booklet Outline

2C. Project WISE Models and Guidelines for Education-Community Partnerships Brochure Outline

3. Qualitative Evaluation Instrument

4. Summative Survey Instrument

5A List of Presenters and Liaison Team Members at the October Working Conference

5B. List of Project WISE Liaison Team Members.

6. Summaries of Project WISE Presentation and the State Roundtable Discussions in the 1984 Conference to Honor U.S. Secretary of Education Terrell Bell's Outstanding Secondary Schools

7. Project WISE School-Community Partnerships Bibliography

ATTACHMENT 1

"From Millstones to Milestones: Schools and the Community Developing Resources Together"

October 15-17, 1984
North Park Inn, Dallas, Texas

AGENDUM

October 15 (Monday)		
7:00 - 9:00 p.m.	Informal Socializing	Parlor 2188 in Wing C
October 16 (Tuesday)		Bowie-Reagan Room
8:00 - 8:30 a.m.	Coffee and Conversation	
8:30 - 8:45 a.m.	Introduction and Reacquaintance Goals and Objectives Discussion of Agendum Business	
8:45 - 10:30 a.m.	Liaison Team Milestones a. education-community collaboration b. successes c. issues d. discussion	
10:30 - 10:45 a.m.	Break	
10:45 - 11:15 a.m.	Keynote Address: "Business and Education Partnership, Its Time Has Come" Dr. Raymond A. Reed Director of Community Relations Rockwell International Dallas, Texas	
11:15 - 11:45 a.m.	Discussion	
11:45 - 1:00 p.m.	Lunch (On your own)	

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October 16 (Tuesday) (cont'd)

1:00 - 2:00 p.m. **Other Communities, Other Milestones**
Moderated by:

Rick Pacheco
Manager, Adopt-a-School
Dallas Chamber of Commerce
Dallas, Texas

Panel presentations by:

- **Mr. David A. Boucher**
  Director, Marketing Services
  HCB Contractors
  Dallas, Texas
- **Ms. Toni Brown**
  Adopt-a-School Coordinator
  Fort Worth Independent School District
  Fort Worth, Texas
- **Ms. Diane Dymis**
  Vice President, Marketing
  Allied Lakewood Bank
  Dallas, Texas
- **Ms. Susan J. Nichols**
  Vice President
  Dallas Market Center
  Dallas, Texas

2:00 - 2:30 p.m. **Discussion**

2:30 - 3:00 p.m. **WISE Models and Guidelines**
Description, analysis, and discussion

3:00 - 3:10 p.m. **Break**

3:10 - 4:00 p.m. **Issues and Their Implications for the Models and Guidelines**
Small Group Discussion

New Mexico Team and Presentors	Travis Room
Oklahoma Team and Presentors	Bowie Room
Texas Team and Presentors	Reagan Room

4:00 - 4:30 p.m. **Overview**

4:30 p.m. **Adjourn**

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October 17 (Wednesday)

8:00 - 8:30 a.m.	Coffee and Conversation	Bowie-Reagan Room
8:30 - 8:35 a.m.	Recap	
8:35 - 9:00 a.m.	Reports from Small Group Meetings	
9:00 - 11:45 a.m. Includes break	Techniques for Training to Implement Education-Community Collaboration	
	. Mr. Rick Pacheco Dallas Chamber of Commerce	"The Chamber's Role in Adopt-a-School"
	. Mr. David A. Boucher HCB Contractors . Mr. Robert L. Arwine Principal Whitney M. Young Elem. School Dallas, Texas	"HCB Contractors & Young Elementary School"
	. Ms. Kay Crozier Personnel Manager Frito-Lay, Inc. Dallas, Texas . Dr. Ouida Pleeger Principal F. P. Caillet Elementary School Dallas, Texas	"Frito-Lay & F. P. Caillet Elementary School"
	. Ms. Bobbie Foster Director, Community Relations Dallas Independent School District Dallas, Texas	"The School District and Adopt-a-School"
11:45 - 12:30 p.m.	Working Lunch (catered) Application/Action Plans Next steps	Austin Room
12:30 - 1:00 p.m.	Evaluation and Summary	
1:00 p.m.	Adjourn	

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ATTACHMENT 2

PROJECT WISE
PROTOTYPE
MODELS AND GUIDELINES
FOR
EDUCATION-COMMUNITY PARTNERSHIPS

Draft for Discussion and Recommendations
at a Conference Sponsored by
Ways to Improve Schools and Education (WISE)
of the
Southwest Educational Development Laboratory (SEDL)
Austin, Texas

Held at
North Park Inn and Convention Center
9300 N. Central Expressway
Dallas, Texas

October 15, 16, 17, 1984

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I. INTRODUCTION

The spark which initiates a school-community partnership can come from any sector of education or the community. The motivation, goals, structure, resources, and participants can vary greatly from one successful partnership to another. There is one theme common to these collaborative efforts, and that is to help improve the quality of the community's schools. There is, however, no one best way to organize and implement partnerships. These Models and Guidelines do not propose any one best way or several ways to organize and implement education-community partnerships.

Studies of school-community group collaborative efforts indicate that a great variety of local conditions make it necessary and desirable to tailor a partnership, not only for each school district, but for each school. And, fortunately, it is no longer necessary to make the same mistakes that others have made. We can now learn from the experiences of previous partnerships. We have also learned that it is not efficient just to get many good people from schools and the community together to work hard to try to improve education in their community's school. Research-based models and guidelines can help local collaborating groups work more efficiently and more effectively.

The purpose of Project WISE has been to produce models and guidelines that will be helpful in planning and implementing local collaborative efforts to help meet school needs. Project WISE has produced these models and guidelines from a base of information gathered by reviewing the literature, interviewing participants in school-community partnerships, and establishing and working with Liaison Teams that are implementing partnerships at three sites. These sites are Albuquerque, New Mexico, Austin, Texas, and Oklahoma City, Oklahoma. Each Project WISE team has seven members, representatives of the school district, a collaborating local business or chamber of commerce, the state education agency, a nearby college or university, and Project WISE of the Southwest Educational Development Laboratory. These Liaison Team members, working at their own site and meeting twice in working conferences at SEDL, have contributed greatly to the development of the Project WISE Models and Guidelines. These models and guidelines are three inter-related products: (1) the Context Model for Education-Community Partnerships, on pages 27-31, designed to assist in developing an environment conducive to effective collaboration; (2) the Strategic Model, on pages 32-36, a tool to facilitate planning and implementation; and (3) a set of Guidelines, on pages 11-26, that are suggestions for dealing with issues that are likely to be encountered in collaborative efforts and for avoiding or solving problems that might arise. The models and guidelines may be considered as "tips" from people who have been involved in implementing education-community partnerships.

Nothing here is meant to be construed as an effort to inhibit attempts to try something new in school-community collaborative efforts. On the contrary, one important point to be made is that partnerships are flexible and receptive to innovation. This innovation may be shown in objectives, structure, process, membership, or other aspects. The discussions of whether or not local projects should "reinvent the wheel" may be rooted in different definitions of "wheel." Probably the wheel need not be reinvented, but it seems clear that people who want to implement a successful partnership can take an existing wheel and fit it with a "tire" suitable to local terrain. These models and guidelines should help develop successful collaborative projects at the local level. Further, the exemplary programs discussed later in this booklet are meant to demonstrate variety and stimulate creativity rather than to indicate homogeneity and urge imitation.

Public schools in the United States are being asked to make major reforms in order to improve the quality of education. But the costs of many of these reforms are too expensive for the funds currently available to schools. In an era of declining enrollments, diminishing public confidence and fewer federal funds, schools are experiencing increasing costs. Many communities have refused to raise additional tax or bond money for school improvement. In effect, schools are being asked to do more with less.

Many school districts are nevertheless tapping community resources to upgrade the quality of the education they provide. These districts have formed partnerships with local business, industry, labor, higher education, and other organizations and agencies in order to use local resources more effectively. The private sector, too, has become more interested in assisting schools.

Collaboration between schools and the private sector is not new, but but only recently has there been significant focus on school-private sector partnerships to improve the general quality of education. Most business contributions to schools have instead been somewhat piecemeal, in the nature of executives doing voluntary consulting work, funding other consultants and short-term programs for students, and most often, providing funds, advice, and course-related job experience for career and/or vocational education courses. The bulk of the literature on school-business relationships reveals sources on career and/or vocational education and the transition of youth from school to work place more than any other topic.

Two trends in the U.S. economy have caused an increasing number of private sector leaders to broaden this perspective, to re-emphasize the importance of public education in the economic welfare of the nation. These are: (1) the change of the U. S. from an industrial state to one of information and technology, and (2) the development of a global economy in which the U. S. competes with other countries with strong economies. These trends indicate that human resources are more important than raw materials and capital in national productivity. Yet, perhaps because of its abundance, the U. S. labor force has not been tapped efficiently (Carnevale, 1982). The growing concern is that America is not developing its human resources as effectively as it might.

Much of the recent literature in education-private sector relations cite education and human resource development as a rationale for school-business collaboration at the national, local, and school levels. *A Nation at Risk...*, a report by the National Commission on Excellence in Education (1983) has a nationwide set of concerns and anticipated outcomes. *Action for Excellence* (June 1983), a report by the Education Commission of the States (ESC) Task Force on Education for Economic Growth, also has a rationale which is national in scope:

> There are few national efforts that can legitimately be called crucial to our national survival. Improving education in America (improving it sufficiently and improving it now) is such an effort. Our purpose is to reach as many citizens as possible and to persuade them to act. The facts on education and achievement in America have recently been gathered and presented by many different groups. What is needed now is to act on those facts.

The ECS agendum specifically calls for new relationships between schools and other groups, but the Task Force's emphasis is clearly upon education and private sector partnerships. The foreword to Action for Excellence summarizes this emphasis:

> **This report calls for new alliances among educators, school systems and many other groups in America to create a new ethic of excellence in public education.** We believe especially that businesses, in their role as employers, should be much more deeply involved in the process of setting goals for education in America and in helping our schools to reach those goals. And we believe that legislators, labor leaders, parents, and institutions of higher learning, among others, should be far more involved with the public schools than they are at present.

The literature of local school-business collaboration (S-BC) programs, such as The Community Investing in Tomorrow, about the District of Columbia Adopt-a-School Program (Prometheans, Inc., n.d.), stresses the development of local resources for the benefit of the entire community. And a study of school-business partnerships in 55 communities across the nation stressed "enlightened self interest" of local business leaders and educators. Here the corporate leaders are "convinced of the need to maximize return on dollars invested in public education," and educators, "Hard hit by reductions in federal support, and demographic changes in the taxpaying and student" populations "need to help to better manage shrinking resources and to organize new coalitions for public education" (Schilit & Lacey, 1982, p. 1).

This is not to say that private sector corporations or foundations are stepping in to fill the funding breach created with recent federal budget cuts in educational programs. Clearly, private sector philanthropy will not compensate for these billions of dollars (Council on Foundations, 1982). Rather than funds and/or other material resources, the most important contribution from the private sector, as well as other community organizations, may be in their own human resources. An increasing number of corporate and other community agencies are providing their staffs' time, energy, and expertise to develop the human resources of the schools' staffs as well as of the students. These school-community efforts are being carried out in a great variety of collaborative partnerships.

The term "collaborative" is used here to describe a process involving schools and other organizations sharing responsibility and authority in joint efforts to reach a common goal of improving the quality of education in such a way as to benefit the partners and the community at large.

The purpose of this booklet is to encourage education-community partnerships by providing a rationale for, an indication of the benefits from, relative costs of, and examples, models and nuts-and-bolts guidelines for collaborative efforts. Although encouragement can come from national sources (as the funding for Project WISE) and/or regional and state sources, the locus of the projects that this booklet encourages is at the local level. Although in a larger sense the concern for the quality of education is national in scope, it appears that--as most Americans indicated in the 1984 Gallup Poll of Public Opinion about Public School Education in America--this national problem can best be solved at the local level.

Every community is unique, and indeed, no two schools within a school district are alike. The models and guidelines offered here are intended to be specific enough to be of help, but general enough to be adaptable, in any school or community. Considerable flexibility is built in because research suggests that collaborative efforts work best when educational needs and private sector resource contributions are broadly conceived and flexibility utilized (Chmura, 1982). The rationale is that while local leaders need not "re-invent the wheel," they do need to develop a tire which suits their terrain.

II. COST AND BENEFITS

Education pays off; it is the cost of neglect that is expensive. One study has estimated that "illiteracy costs our society over $12 billion per year--in lost production, in welfare, in prison costs, and in our social services" (American Association of School Administrators [AASA], 1984). In reports gathered by Project WISE from its own three projects and from others across the U.S., it seems clear that there are school-private sector collaborative efforts that are cost-effective. The costs of school-community partnerships are relatively small when compared with their benefits.

Depending on the nature of the project and other resources volunteered, the amount of funding varies from project to project. And when considering how much funding might be necessary for a project, it may be well to keep in mind the suggestion of a principal in a Virginia high school which has had successful experience in education-private sector initiatives, that there is a danger that if school-community partnerships are viewed exclusively in monetary terms, the projects might be rebuffed for economic reasons. Then the truly valuable benefits would never be realized (Elliott, April 1983). (Other suggestions about funding are included in Guidelines, pages 14-15).

Although some benefits may take a year or more to be realized, in a well planned and implemented partnership, the morale and mutual understanding of the school and private sector people begin increasing almost immediately. Some of the immediate benefits have been shown in a report of a collaborative project involving schools and the Rexnord Corporation. Some of the results, reported soon after the program began in 1976, included the following:

- Supervisors and teachers became supportive of each other's work.
- Teachers gained new resources for their classrooms and discovered the human aspects of business, as business people better understood the problems of education.
- The company developed links with an important element of the community and improved their public relations.

- Company employees gained new respect for teachers and students and also discovered the interdependency of business and education (Rexnord, 1983).

Other benefits--for students and schools, the community, business, labor and the nation--are shown below.

Students and School Benefits

Collaborative community efforts can bring important resources to schools--additional expertise, material, equipment, and human resources--that otherwise would not be brought to bear on the needs of students and schools. If effectively conceived, planned, and implemented, education-community partnerships can be expected to provide the following benefits to students and schools:

- Students' literacy and competence may be increased.
- Students will understand how basic skills are used in business.
- Students and teachers are challenged by new ideas.
- Students learn about careers in business and other community organizations.
- Students have a better understanding and appreciation of relationships between school and total lifestyle patterns.
- Students have improved attitudes toward work as a valuable part of society.
- Students have an increased motivation to learn subject matter taught in schools.
- Students have a better understanding of the interdependence of occupations.
- Students have a more diversified set of opportunities for career exploration.
- Students and teachers are better informed consumers.
- Teacher morale improves.
- Business management techniques may make school operations more efficient.
- Educators become aware of the business point of view on many issues.

- Student and school problems and needs are better understood by the community.

Community Benefits

People who do not have basic academic skills cannot participate fully in society. One study estimates that citizens without adequate basic skills earn $4,000 less per year than their counterparts who have those skills. Functional illiteracy may be responsible for as much as $6.7 billion in social programs and $6 billion in lost production each year (AASA, 1984).

Local Chambers of Commerce have found that a strong public school system is one of the greatest assets in recruiting new businesses to settle in their communities. The educational system is one of the key factors in any company's decision to relocate (AASA, 1984). A community perceived as having inadequate schools is less attractive to businesses and may suffer from a diminishing tax base.

Other benefits of school-private sector partnerships to the community include:

- The community has better informed and educated citizens.
- Support for the school system increases.
- Schools are better able to respond to community needs.
- Cooperation among community leaders is developed.
- Community stability is strengthened.
- The community's tax base is increased.
- The community's quality of life is enhanced.

Business Benefits

The partnership that a business establishes with the schools is an investment that can provide the private sector with great returns. Sometimes some business firms consider their work with schools as one means of discharging a community, public service responsibility (NSPRA, 1980, p. 9). Other benefits to the company and its employees include these:

- Equal employment opportunities increase.

- Educators and students make more informed public policy decisions affecting business.
- On-the-job training needs decline.
- Employee morale improves as they and their company become involved in meeting school needs.
- Employees' current volunteer efforts become better organized and more visible.
- Corporations have more influence on how their taxes are used to support better schools.
- Business projects, services, and policies are better understood.
- The company's image is enhanced.
- Business gets the better educated and qualified workforce needed in an information/technological economy.

Labor Union Benefits

Organized labor is concerned about community welfare as well as that of its own members. Labor unions are concerned about the image of labor that young people get through the mass media and their schooling. According to one report on work, fewer than one character in 10 on television is a blue-collar worker, and these few are usually portrayed with undesirable social traits (NSPRA, 1980). The literature indicates that collaborative relationships among labor, education agencies, and the corporate world enhances the public image of unions, and promotes a better match with regard to preparation for present and future jobs (National Association of Manufacturers, 1982). Other benefits of school-community partnerships include the following:

- Labor's links with community colleges and higher education adult education programs are enhanced.
- The quality and quantity of apprenticeship programs are increased.
- Technical and scientific literacy of the workforce is enhanced.
- Unemployment is decreased as more jobs are opened for union members and potential members.

- The community, especially young people, better understand the role of unions in collective bargaining, facilitating access to jobs, and providing healthier working conditions.

National Benefits

The benefits of education-private sector collaboration accrue to the nation as well as to students, schools, community, businesses, and labor unions. Clearly, as the elements of society benefit, the nation as a whole benefits as well. But there are more specific ways in which the nation's interests are served. As students become better informed about interrelationships among the pieces of society, they grow into better informed adult citizens more capable of making decisions about issues for which they will have increasing responsibility. Well informed, educated citizens foster the production of reliable goods and services which contribute to local, state, community, and national economies. The Brookings Institution, for example, credits education as being the primary factor in the economic growth of the United States in the last 50 years (Education Daily, August 27, 1984). Further:

- A healthier national economy contributes significantly to the success of the United States in the increasingly interrelated international economy.

- The national defense is enhanced, as the U. S. population becomes not only more literate, but more literate in science, mathematics, and technology, which helps prepare a defense force that can develop and operate increasingly complex weapons systems.

The most important benefits to the nation, however, are probably incalculable ones, in the expanded abilities and horizons of individuals who can achieve a sense of self worth and an ability to interract positively with each other.

III. ISSUES AND GUIDELINES

There are important issues to address in education-private sector collaboration. Inherent in these issues are problems to be resolved or avoided. An important part of the Project WISE Working Conference was to develop guidelines for effective school-business collaboration. The first step was to identify issues and related problems. The second step was to prioritize these issues, the third step was to develop guidelines for resolving them, and the fourth step was to organize the issues and guidelines developmentally by four phases: (1) Getting started, (2) Implementation, (3) Sustaining interest and momentum, and (4) Evaluation.

Phase One: Getting Started

1. How to get partners in the community to "buy into" the collaborative project.

(a) **Identify a common goal.**

A shared or overlapping goal is the impelling force for all collaborating parties. Otherwise why should they collaborate? The goal should be based on educational needs of the school and provide benefits to the larger community. The general needs should be identified with input from all sectors of the community. Here, as at all times, the partnership should have sufficient information before any decision is made.

(b) **Publicize each phase and development of the project,** beginning with the intent to establish a partnership. Inform mass media, service clubs, chamber of commerce, and other appropriate organizations.

(c) **Obtain the commitment of the school board, superintendent and principals, and chief executive officers of major corporations, and other influencial people in the community.**

Others in the community are then more likely to be committed to and involved in the partnership.

(d) **Involve parents, school staff and students, and community groups** by organizing liaison or school improvement teams, collaborative councils, or other group, representative of various parts of the community.

(e) **Encourage school and community partners to designate representatives** from their organizations to take responsibility for coordinating project efforts and relationships. These representatives will be the linkers or liaisons within and among the collaborating groups.

(f) **Set realistic timelines.**

Do not lead participants and the community to expect that the project's goal can be achieved "overnight." It will probably take several months just to establish the necessary linkages. It is also important to recognize and reconcile any differences in the partners' views about slow and rapid (evolutionary vs. revolutionary) changes.

(g) **Recognize and deal with concerns and hidden agenda.**

There are likely to be misunderstanding, mistrust, and disputes about "turf" among the groups and organizations being asked to join the partnership. Progress can be stalled at the outset or any point thereafter unless these agenda, concerns, and differing opinions are fully discussed and resolved. There should be workshops to build trust and develop positive communication early in the process.

(h) **Define the relationship of the partnership with regard to other education and community projects.**

This should be done in a manner that will help allay concerns, enhance trust, and promote cooperation.

(i) **Plan and carry out some necessary action as soon as possible.**

Communication is necessary in the earliest phase, but recognize the danger of too much time being spent on talking before taking positive action that the community can perceive as positive.

2. How to match needs of the school with available resources.

(a) **Assess the needs of all schools that will be involved.**

Needs that were assessed and considered as part of goal setting (in the previous issue) probably will need to be refined. It will probably be useful to assess each school's needs individually, in order to match a community resource to meet the school needs.

(b) **Conduct a survey of the resources of all corporations, city agencies, service organizations, and others who may be involved in the partnership.**

These resources should include knowledge, skills, and abilities as well as tangible resources.

(c) **Develop exchange mechanisms for applying volunteer resources to the needs of the schools.**

Establish an exchange agency or agencies with the responsibility of matching resources to the school needs and of facilitating the application of the resources. An existing agency could be assigned this responsibility. As examples, this could be a chamber of commerce office for educational affairs, a school office for community affairs or volunteer service, or a community service agency. It could be a collaborative combination of any two or more offices. Or it could be a new agency established to facilitate the exchange.

The exchange agency would use information from all partners to effect matches of resources and needs. The needs assessment and the resources survey should provide information important in this process. Formative evaluation (see pp. 24-25) and monitoring, as well as formal and informal feedback among partners, would be other sources of information.

The exchange agency would serve as a bridge or nexus between the donating partners and the receiving partners. There will probably be several contact points within the receiving partners because it is not likely that all volunteer resources will be applied in the same way to the educational needs of the schools. For example, volunteer expertise to help sixth grade teachers develop skills in computer assisted learning probably would not be processed the same way as donated computer paper to the school district's administrative offices. The skills development might go from a computer company or dealer through the facilitating agency to the district's staff development office to the teachers and principals. The computer paper, on the other hand, might go through the school's business office. The role of the exchange agency should be clear to all partners.

(d) **The process of exchanging and applying resources should be monitored for effectiveness and efficiency.** Formative evaluation should be ongoing and the results reported frequently to partnership monitors. This provides information that should be helpful in adapting the process to be more effective.

3. How to establish mutual respect and trust among partners.

(a) **The partnership must be truly collaborative, i.e., equal in authority and responsibility.**

(b) **Appoint a director/facilitator/leader who has human relations awareness.**

(c) **Emphasize the common goals and other commonalities of the partners as a basis from which to resolve misunderstandings and differences of opinion.**

(d) **Provide meetings and informal opportunities for partners to get to know each other.**

(e) **Hold workshops for appropriate partnerships representatives to develop or enhance positive communications, negotiating and other human relationships awareness skills.**

(f) **Develop and nurture open and continual communication between all partners.**

4. How to obtain funding and other resources.

(a) **Obtain the necessary fundings, without "strings" attached.**

A full-time staff, at least an administrator, is necessary to coordinate the early organization and to facilitate future efforts of the project. Despite voluntary services, some funding is likely to be necessary for staff and support services. Make sure that the funding agent has goals compatible with that of the project and will not try to influence its direction.

Major sources of funding are: (1) corporate donations, (2) foundation grants, (3) normal budget process of educational agencies, (4) fund-raising by the project itself or ad hoc or other community groups.

(b) "Other resources" may be an almost infinite variety of volunteered human resources, services, equipment, and materials.

One of the ways that effective communication between school staff and other partners pays off is in the identification of resources that otherwise would not have been discovered. These might include for example: printing services, billboards for community relations, technical assistance in finance, time-management and decision-making workshops for principals.

Human resources are likely to be the most valuable to the schools. These resources include not only time but also knowledge and skills. Qualified volunteers can render such services as: (1) consulting and technical assistance, (2) research, (3) community relations, perhaps with a speakers' bureau to help the community understand school problems and needs, and (4) human resource development (HRD) within the schools. One way of applying volunteer expertise for example, would be teaching computer literacy classes for students. Another way would be to provide technical assistance to teachers to teach these classes. But a HRD approach might be to teach school staff what they need to do in order to train other school staff in how to teach not only computer literacy, but how to develop computer assisted instruction and computer assisted management, as well.

5. How the partnership will be structured.

Many informal school-private sector arrangements already exist in many communities. For example, a local bank vice president for community affairs may be asked to make a presentation or talk about community relations for a school's staff or parent-educator organization. Such informal arrangements work well for short-term, limited objectives. But a major goal, such as increasing a school district's high school graduates' achievement scores, or decreasing student drop-out rate, requires larger scale planning, operations, and structure.

The organizational structures are included with the section Examples (see Attachment 2A). Also, some implications for structure are included in the following discussion of Leadership (pp. 17-18).

(a) **Consider the nature of the participating groups and the political, economical, social, and religious forces and cross currents in the community in deciding on a structure for the partnership.**

In some communities, the power may be spread among several community organizations and not strong in others. In other communities, the commitment and power of a single person or organization may be sufficient to move others whose participation is necessary to have a successful project. For example, organized labor is strong in some communities and not strong in others.

(b) **Examine previous and/or existing school and community service projects.**

This should provide insight concerning what structures tend to work best in the community. An existing vocational or career education council, or a desegregation project may be at a stage and of such a nature that it could be modified to serve as the vehicle for the partnership.

In many communities there are a variety of adopt-a-school arrangements. Within these arrangements, some partnerships may be short term and low level adoptions of a sixth grade class, for example. In another arrangement, a group of businessmen may "adopt" the school district's board of trustees. Indeed, the same community may have both arrangements and several other levels in between, as does New Orleans.

(c) **Structures should promote positive interaction among the partners.** Substructures should encourage: (1) leadership at all levels, especially in each group's liaison person, (2) commitment and creativity within each group, and (3) open, positive communication among groups.

(d) **Provide for autonomy for school-building level partnerships.**

Schools within the district have individual needs and unique conditions that can probably be best addressed by teams including principals, teachers and their counterparts in the community organizations.

(e) The structure should provide for, and/or be compatible with, a variety of exchange mechanisms for applying resources to the needs of the school.

"Exchange mechanisms" are discussed earlier in this section of the Guidelines, pp. 13-14, and below with the Context Model, on p. 29.

Other structural options are included in the Examples section (see Attachment 2A).

A task force substructure is discussed in the Leadership section, immediately following.

6. Who will provide leadership for the project.

A partnership may be blessed with funds, facilities, endorsements, and commitments, but if it does not have leadership, the project is not likely to succeed.

(a) Define leadership needs.

"Leadership" means different things to different people. To some it may involve orchestration of diverse groups. To other people leadership may mean taking charge of all an organization's functions and decision-making. Perhaps a definition of leadership is not as important to a partnership as its participants' or advisory board/council's defining its various leadership needs. Some leadership needs are suggested in the Project WISE study; these are the needs to

- know and understand the community;
- be credible and respected in all sectors;
- able to work with all sectors;
- be active and to catalyze others to positive action;
- establish mutuality of responsibility;
- report to all sectors and to facilitate open, positive communication;
- be skilled in interpersonal relations and conflict negotiation;
- manage volunteers and paid staff;
- facilitate funding.

(b) Delineate/specify whom is to have leadership responsibilities.

Depending on local conditions and the partnership's structure, it may be desirable to divide leadership responsibilities between policy-making and administration or between internal and external leadership. Such a division might be reflected in the separate job roles of an executive director or chairperson of an advisory council and a director charged primarily with administration of the partnership activities. Many variations of these are possible. One example of these is a task force approach. In this approach the partnership might decide to undertake a project whose objective, for example, would be to train a junior high school staff to implement a computer assisted instruction program as part of a desegregation magnet school plan. The task force would be in existence for a specified length of time, maybe six months, under the leadership of a task force director.

Phase Two: Implementation

While there is no one exemplary partnership on which to model collaborative projects, there may be a best way for a community to develop its own partnership. Even so, it is not likely to operate perfectly in initial implementation, even though there may have been careful, community-wide planning.

Because the effective collaborative process is continual, its phases overlap and sometimes blur together and activities must be adjusted and readjusted continually. Although needs are assessed while getting started, it is likely that other, maybe higher priority, needs will be identified during implementation. New and relevant resources may be identified and brought to bear. And partners' defined institutional roles may be refined as the process continues. Unexpected networks may also develop.

1. How to manage resources and facilitate the exchange mechanism.

(a) Utilize resources, especially human resources, and involve partners in the process as soon as possible.

It will not only help meet school needs quickly, but also gain momentum for the process, if the schools and community partners are paired, based on their respective needs and resources, as soon as possible.

(b) Acknowledge teacher/principal/school requests immediately.

This helps establish credibility. Many educators have seen "faddish" reforms come and go quickly with little or no impact. And, here again, quick action helps build momentum.

It is important that principals be involved and be supportive.

(c) Provide opportunities for partners to get together.

This includes individual teachers, principals, _et al_. These opportunities might include formal and informal visits to school and community/business home territories.

(d) Provide latitude and support for the individual school and community partners to work out details of the exchange.

The responsibility of implementing the exchange, refining its nature and scope, should be done at the lowest possible levels.

Technical assistance or administrative support may be needed by school personnel.

School-level improvement teams or other local support bases should be encouraged.

(e) Establish two-way communication throughout the process.

Opportunities should be provided for all levels of staff of the school and community partners to provide feedback about partnership activities.

A partnership newsletter can help provide information that will: (1) be supportive to participating institutions and individuals, (2) offer technical assistance to the implementors, and (3) encourage other institutions to join in the partnership. Public media, print and non-print, should be used for these same purposes.

(f) Be sure to have sufficient information on which to base a decision.

This is another major reason to establish effective communication throughout the partnership. Sound decisions are crucial to establishing credibility, as well as in the next phase, sustaining interest in the partnership.

2. How to resolve "turf issues."

(a) **Handle disputes only at the administrative level.**

(b) **Develop and involve leadership in all sectors.**

(c) **Have a director who is skilled in negotiating and fostering communication throughout the partnership.**

This may require staff development for the director.

3. Who will devote the necessary time and energy to make the partnership effective.

It is likely , at all levels, that most of the individuals expected to participate in the partnership are already busy. This includes chief executive officers of business, superintendents of schools, principals and mid-level mangers, teachers, as well as "blue collar" and "white collar" staff. Frequently the person who is selected as director/facilitator/coordinator is someone who already has a full-time job and who is provided with no additional facilities and pay and too little clerical assistance and budget.

Collaborative partnerships probably require more time than most people might think. Leg-work, letter writing, telephoning, and meetings take more time than many volunteers have to expend. School teachers and administrators, business people, directors of community organizations are already busy without taking on more. This is why many partnerships pay a director a salary to work in the project full-time. Some partnerships also include a staff to assist the director.

Phase Three: Sustaining Interest and Momentum

Sustaining interest and momentum can be difficult. At their outset, many projects receive enthusiasm and support, but quickly lose momentum. Instead of stability or growth, the project withers. There can be many reasons for decline, apathy, lack of commitment at the leadership level or staff level, non-acceptance of the project by teachers or principals, unexpected lack of funds, or other problems. There is no one easy solution for these challenges, but there are some guidelines for issues that will need to be addressed.

1. How to maintain and/or expand the project.

(a) Anticipate and deal with the concerns of participants when they are expected to change.

It may become evident early in the program that there is less support than expected for partnership human resources development activities which require a change in the behavior of participants. This would include, for example, staff development by business personnel to help principals improve their management skills, problem-solving, or time management or to teachers to help them develop computer-assisted instruction. Unless they are comfortable with such innovations, teachers and principals are not likely to adopt new procedures. Fortunately, a Concerns Based Adoption Model has been developed to help facilitate staff acceptance of change (Hall and Loucks, September 1978 ["Teacher Concerns for Facilitating and Personalizing Staff Development]).

(b) Gather accurate information about the progress of the project's activities.

Accurate information can be gathered through formative evaluation. The written plan of evaluation, developed in phase one of the partnership, should go into effect as soon as the partnership is activated. This evaluation should provide guideposts that help determine whether the project is "on the right track," and whether activities are working toward achievement of objectives. (Guidelines for evaluating the project are included in phase four, below.)

(c) Facilitate information sharing among partners.

One of the most important roles of the director or advisory council is to develop and maintain a communication network. This network should help provide a nexus of the partnership, promote sharing of accurate information, including that gathered by formative evaluation, among all partners. Communication of information can help generate new ideas and prevent misunderstandings.

(d) Keep the goal of the project, to improve education for the community's children, uppermost on the project agendum.

(e) Change plans when appropriate.

Regardless of how long it took to draw up a plan, or how good it looks on paper, make changes when the best information available indicates some other course of action would be more effective and/or more efficient. But proposed changes should be discussed with partners before making a change.

(f) Build credibility.

Look for, and make, opportunities to promote the partnership's credibility in the schools and community. Ways to do this include establishing an information center to squelch false rumors and provide the public with information about the project, issuing press releases to the media, and achieving visible "short term" successes. Include in the public information how project funds have been, and are being, spent, and what progress has been made. This information may help secure additional funds and other resources. Credibility is important within the partnership also, instilling confidence among the members.

(g) Expand carefully.

Before expanding, consider relevant factors such as: (1) the political climate, (2) funding, (3) whether additional staff will be needed, and (4) the possibility of including too much territory and/or too many responsibilities without the necessary resources. It appears that even large successful partnerships started small and evolved slowly.

(h) Maintain and strengthen relationships and trust.

2. How to maintain and strengthen relationships and trust.

(a) Continue a genuine collaborative relationship.

A partnership can break down easily unless all partners are involved and work to keep it going. It is important to develop a sense of ownership and equity among all parties. If one party perceives that it is doing more than its share, or has too much or too little responsibility, that partner may actively or passively opt out of the project.

(b) **Develop and maintain an internal network for communication among parties.**

The director and/or advisory council should facilitate a network among the partners. Quality and quantity of information-sharing is crucial to the success of the project.

(c) **Provide rewards for the partners.**

If partners in any sector feel that their efforts are unappreciated, they may decide to work outside the partnership or not at all. There are many ways to reward partners. It may be appropriate to provide resolutions and letters of appreciation to participants and to their supervisors. In a school-community partnership, most rewards involve public recognition, such as certificates or plaques of appreciation presented at an awards dinner or other ceremonies, or opportunities for the participant to appear at community or state functions. Invite media coverage of partnership activities and award ceremonies. Rewards to partners should include those who provide intangible resources as well as those whose contributions are tangible.

Phase Four: Evaluation

The pilot's voice came through the airliner's intercom: "Ladies and gentlemen, we are at 35,000 feet and we are making 600 knots. I don't know where we are or where we're going, but we're making good time." There was laughter among the passengers, but some of it carried an edge of nervousness.

When on commercial airliners we generally trust their crews to know where we're going and how to get there, that they have a specific and detailed flight plan, and have a course and have checkpoints along the way to make sure they stay on course. Similarly the "pilots" of an effective partnership will draw up specific plans based on good information, they will formulate a goal and objectives that all partners will know and they will articulate, from time to time, progress toward the goal. And this progress, it is to be hoped, will be reported more positively and in a less unsetting way than did the pilot.

Evaluation can serve several purposes in a project:

- Showing that the project is or has been effective
- Accounting for or justifying more funding
- Keeping or gaining community support
- Improving the project
- Planning future projects

1. How to evaluate effects of the project.

As used in these guidelines, evaluation is the systematic process of identifying sources of, and collecting, analyzing, and using information about the partnership. Two types of evaluation are recommended, summative and formative.

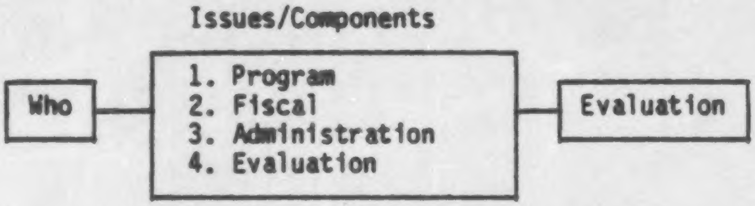
(a) **Summative evaluation occurs at the end of the project and answers such questions as Was the goal attained? If not, why not? What was the impact/outcome of the project? Should we do the same thing again in the same way?**

(b) Formative evaluation **is continual through the project and answers such questions as Are the activities going as planned? Are they achieving the objectives? What, if anything, should be changed to improve the project at this point?**

(c) **Some staff development may be helpful** in training the director and appropriate others in position to collect and analyze evaluative information. Careless or perfunctory evaluation is likely to be of little use and a waste of time and effort. If objectives and goals are specific, measurement of progress toward them and achievement of them should be possible. The pilot and the airline in our earlier story can determine whether the flight was successful to the extent that it met its goal or objectives. Presumably these include (1) reach the destination, (2) arrive safely, (3) arrive on time or close to it, (4) do it well enough that passengers would want to fly that airline again, and (5) make a profit for the airline.

(d) **The kind of evaluation activities a partnership should have is based on its goals and objectives** and, like them, is planned and set forth at the beginning of the project. Setting the goals and objectives of the project is an important one, in designing the evaluation plan. The evaluation plan decides on and sets forth the steps of the evaluation process which decides what information is required; how, when, from whom the information will be obtained; and how the data will be analyzed and reported.

It is probably not necessary to have complex evaluation plans, going deeply into statistics. One tool to use for the evaluation process is simply to start out with questions of who the players are and what the program consists of. There are the four areas in the development of the evaluation and measurement program, fiscal, administrative, and evaluation.



Start out with the key players, who's involved in this, is it the schools, the business, the community, the school board? Then look at the fiscal area. Move the fiscal down to the "who" and then find the key players in there. Do the same evaluation process on each of the four areas. Then you come out with what you expect at the end of program.

Evaluation data to be collected, and methods that might be used, may include any or all of the following:

Identity and number of volunteer agencies/individuals	Information/application forms
Type and amount of contribution: expertise, time (of tutoring, for example), funds, material, equipment, service, etc.	Data forms developed for the project
Receiving school or office	Data collected by director of project

Number of students affected	Information from school principals and teachers
Student achievement and attendance information	Information from school principals. Perhaps pre- and post test for achievement.
Responses of volunteers/ facilitators, students, teachers, and principal	Surveys of their reaction to the project

After the relevant data are collected, summative evaluation can be based on a comparison of the objectives with the actual outcomes. Differences between the intended outcome and actual outcome indicate the success of the project.

The type of data required depends on the objectives of the project. An objective of one large school district's adopt-a-school program was to expand the program with regard to the numbers of: (1) adopting groups, (2) individual volunteers, (3) volunteer hours, and (4) schools served. Accordingly, the evaluation plan included the collection of data relevant to these items over a five year period. These data indicated that the objective was met; the relevant numbers increased each year. If the program planners had wanted, they could have been more specific. For example, the objective could have specified that the number of schools served would be increased by five each year.

Another large school district partnership project has as its objective the increase of a specific percentage of high school graduates passing a specific academic test by a specified date. To help bring this about, the partnership has adopted not individual schools, but the school board. The project is focusing on (1) the community's understanding and support of schools and (2) the school district's overall management system. Thus far, the project has conducted a financial audit and a "management assistance study" of the school system, provided technical assistance to the school board and superintendent, and lobbied for a school capital improvements tax (that has passed) and a state teacher certification examination.

In keeping with sound project practices, these partnerships have reported results of the project.

IV. WISE CONTEXT MODEL FOR EDUCATION-COMMUNITY PARTNERSHIPS

Every collaboration is an innovation. Regardless of the experience participants have had with each other or in similar circumstances, the creation of any particular constellation of actors and purposes engages everyone in something new, in change.

Research on the implementation of innovations[1] indicates two major conclusions: one, that change is a complex interplay of four elements, and two, that the people involved in change do not remain static during the experience, but move through several stages of concern about the innovation in which they are participating. The elements of change which researchers have noted are that change is clearly a process rather than an event; that it is made by individuals first, then institutions; that it is a highly personal experience for those involved; and that it entails developmental growth in the feelings and skills of participants. Thus, research indicates, the implementation of new ideas or projects, such as collaborative arrangements, must be tailored to the people involved rather than to the innovation itself. Unless the concerns of the people are acknowledged and their energy harnessed, the innovation more than likely will fail.

Not surprisingly, the first reaction participants in an innovation have, once they have complete information about it, is, "How will it affect me?" This early stage of concern will, when answered in a way that assures benefit, eventually develop into stages less concerned with the self and more towards others. These stages include a concern about managing time and materials related to the innovation; comprehending the consequences of the change on the people it will affect; relating what is happening to others interested in the same thing; and finally, looking at ways to improve the innovation, to make it work even better. At every stage, however, the individual is still at the center of the concern; only the perspective enlarges to a broader context. Clearly, then, people are the most important element in any change process and are the focus of the context in which collaborative arrangements not only take place, but, more importantly, succeed.

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[1] The Research and Development Center for Teacher Education at The University of Texas at Austin has conducted extensive research in this field. This led to the development of the Concerns-Based Adoption Model (CBAM), on which this discussion is based. An extensive bibliography on the subject is available from the CBAM Project, R&D Center for Teacher Education, The University of Texas, Austin, Texas, 78712. For the initial article describing CBAM and the stages of concern discussed here, see Gene E. Hall and Susan Loucks, "Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development," Teachers College Record, V. 80, No. 1 (September, 1978), 36-53.

Awareness of the importance of the human dimension is only the first step, however. There are four essential elements which make up the WISE Context Model for Education-Community Partnerships.[2] In each of these, the personal stage of concern comes into play. Each element should be considered by potential collaborators before they act, and must be securely in place to increase the opportunity for success. Often, failures in collaborative arrangements occur after participants have agreed to take part, when follow-through and maintenance should occur but do not. These failures occur because, unless participants understand the entire context of the project, they cannot know with certainty where it will lead or if it is worth their time and effort; they can agree in principle but not in action.

The four conditions which form the context for successful collaboration are:

1. shared or overlapping goals;
2. resources to link schools and their community partners;
3. a mechanism for the exchange of resources; and
4. feedback concerning results of the collaboration.

Each of these is discussed below.

1. Shared or Overlapping Goals

Shared or overlapping goals are the impelling force for all parties involved in a collaboration. Unless they can be determined by answering such questions as "What do I want to achieve that you can convince me I can achieve better by working with you?" and "What goals do you share with my goals that will make this collaboration sensible, productive, and profitable to all of us?" it will not be possible to get beyond the personal questions of the early stage of concern in an innovation, which asks questions like "How will this affect me?" and "Why should we collaborate at all?" The key to this condition is the existence of mutually beneficial goals which will drive participants toward a joint effort.

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[2] This Context Model is based on a presentation by Dr. Reuben McDaniel to the Project WISE Working Conference to develop models and guidelines for school-business collaboration (Austin, Texas, October 11-12, 1983).

2. Resources to Link Schools and Their Community Partners

In order to fulfill shared or overlapping goals, parties in a collaboration must have access to resources which are useful to one or more of the participants. These resources need not be simply materials, but may also be information, expertise, time, equipment, money, or anything else which one participant has and is willing to share and is of use to another in the collaboration. Choosing what resources are considered excess or expendable is a crucial aspect of this condition. People will react far more favorably when they feel they have access to something valuable rather than of no value to the donor. The key to this condition is access to resources which are perceived as useful and can fulfill a need.

3. A Mechanism for the Exchange of Resources.

Resources can only be used and collaboration can only take place when there is a mechanism for the exchange from one party to another. The mechanism may be formal or informal, may, in fact, not even look like a "real" mechanism, but it must exist. It may take the form of staff development or inservice education, for example. The key to this condition is the existence of a mechanism which is observable to all parties involved; wherein all participants know not only what resources are being exchanged, but also how they are exchanged.

4. Feedback Concerning Results of the Collaboration

Because all collaboration is energy consuming, participants need to know whether their efforts are worthwhile and whether their goals are being met. Feedback has five forms; each is important:

(a) Equity: Equity need not necessarily mean that all collaborators benefit in the same proportion or that they contribute in the same measure. However, each collaborator should feel that the relationship is fair and equitable. Participants should not feel that they have been taken advantage of, exploited, or used in any way. If shared goals are clearly identified and delineated, if resources are regarded as useful, and if the exchange mechanism for the collaboration has been effective and observable, a sense of equity should result. This feedback can be assessed by answering the questions, "Has this been an equitable relationship for me?" "Has this been an equitable relationship for the others involved?"

(b) Effectiveness: This feedback is assessed by answering such questions as "Did we achieve our shared goals?" "Were resources actually exchanged?" "Does the exchange mechanism work?" "Is it doing what we want?" "Does it benefit the children?"

(c) Efficiency: This feedback can be assessed by answering the question, "Can I get my goals achieved more efficiently through another way?" Another term for this may be the cost-benefit of the system. All participants will at some time, formally or informally, calculate the costs to them for their participation and compare this with the benefits they have received. The result will determine in large part whether participants will involve themselves in another collaborative effort. Evaluation, formative and summative, is necessary in order to determine this efficiency and to provide necessary feedback.

(d) Rewards: Rewards should include a recognition of the success of the project and the part each collaborator played in that success. This can be assessed by answering such questions as "Are the success of the project and the importance of the volunteered resources being communicated to the community?" "What are the most appropropriate ways of doing this?"

This Context Model posits the elements essential for an effective partnership to improve education for students. The following Strategic Model is offered as a tool to guide the process of planning and implementing the partnership within that context.

V. STRATEGIC MODEL FOR EDUCATION-COMMUNITY PARTNERSHIPS

Any collaboration is a process, not an event. As such, collaborations involve many individuals in separate actions which, taken together over time, should result in the achievement of a common goal. The WISE Project's Strategic Model for Education-Community Partnerships is a map of this process, a flexible system designed to show the synergistic relationships among the various actions necessary to reach a desired outcome. It is also designed to allow collaborators to assess the value of each action as it relates to another so that the emphasis to be placed on each can be calculated in advance.

The Strategic Model for Education-Community Partnerships is based on certain assumptions about process. These assumptions have led to the categorizations of actions named in the model. The first assumption is that a central need will lead to the use of education-community partnerships as an approach to meet that need. If there are several goals which the participants have, the need may arise from the area where these goals overlap. Or there may be one clear need about which all participants agree and from which there is no diversion. In any event, all participants should be certain about the primary need for which a collaboration has been deemed the appropriate approach.

The second assumption is that there are many ways of carrying out the collaborative project to meet the need. These can be categorized as major and minor, or as sets and subsets, or in this case, as strategies and tactics/methods. For the most part, strategies are the more global of the two, the generic road participants want to travel to reach their common destination. Tactics/methods are the specific ways each strategy will be accomplished. At each juncture, the map becomes a bit more detailed as the activities are delineated. A simplified illustration of the Strategic Model for Education-Community Partnerships follows:

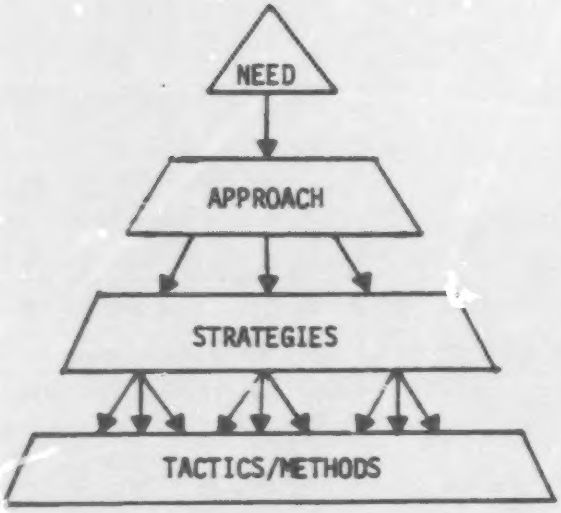


Figure __

This figure illustrates the collaborative process at the planning stage, when one thing appears to lead progressively--and logically--to another. For this reason, all the arrows point in one direction.

In this illustration, the three arrows leading from the Approach to the Strategies indicate that there are three strategies; the nine arrows, each in sets of three, indicate that there are three tactics/methods for accomplishing each of the three strategies. To determine the relative amount of time and/or energy they wish to spend on each strategy and tactic, participants may assign values to each arrow. If, for example, Strategy One is 50% of the accomplishment of the ulitmate need, then its arrow should be assigned that value. If Strategy Two is 35% of the success of the venture, its arrow would be awarded that value. Strategy Three would then be worth 15%. In the same way, participants would assign values to each tactic as they see its importance in accomplishing each strategy. With this general guide before them, participants can then determine specific roles, assign duties to the appropriate collaborator, and estimate the amount of time the project may take. Assessing these values will also allow participants to see if there is any essential strategy or tactic for which they do not have adequate personnel or other resources, and for which they must readjust the process.

Suppose, for example, that Strategy One is to institutionalize a collaborative relationship. One tactic/method for accomplishing that strategy would be to develop a formal organization. A second tactic/method for accomplishing Strategy One would be to develop permanent funding. Suppose developing funding were 60% of the success of Strategy One and developing a formal organization were 40%. Can the collaborators find a funding source? Can they find someone to manage a formal organization? These kinds of questions arise when values are awarded and participants begin to face the details of making their collaboration succeed.

The model will also provide participants with a picture of the relationships of the various activities. For example, as we have seen, the tactic/method to develop permanent funding contributes significantly to Strategy One. But it may also contribute to Strategy Two, which for purposes of this example will be to identify resources. Developing permanent funding may be valued as only 10% of Strategy Two, while another tactic/method--to conduct a needs analysis--may be valued as 80% of accomplishing Strategy Two and, further, as 30% of reaching Strategy Three.

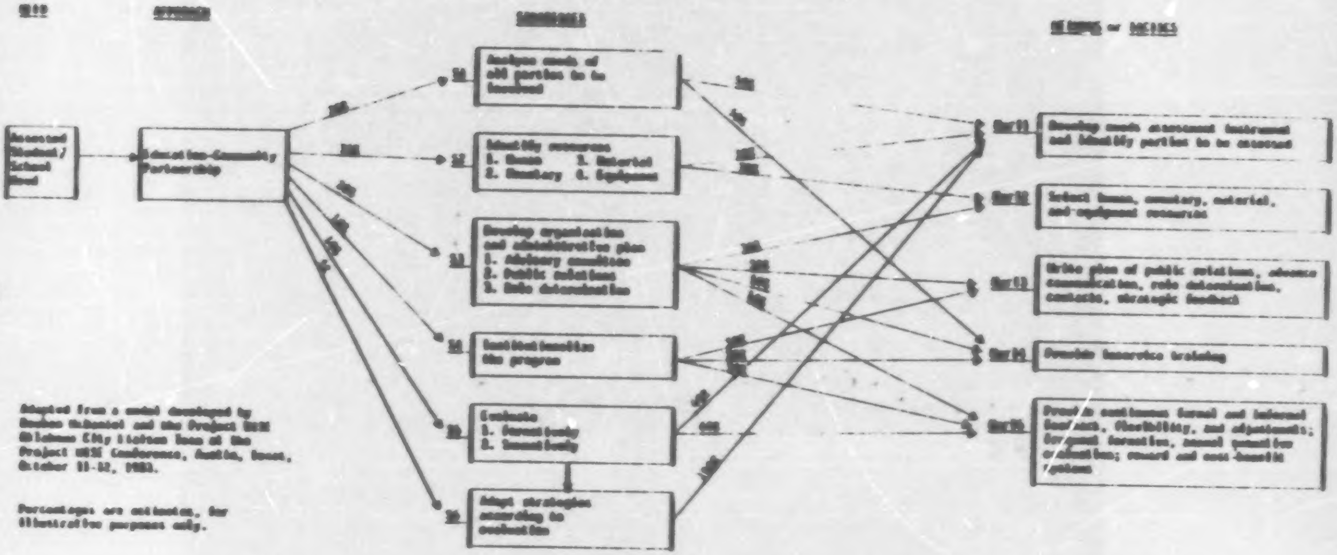
Once the Strategic Model for Education-Community Partnerships is completed in detail for the specific process under consideration, the synergy of the system becomes apparent and participants can then continue with a clearer understanding of the work ahead of them.

After the collaborative process has ended, and when evaluation is completed, participants may, and more than likely will, see that certain strategies or tactics/methods did not work as planned (or worked far better), that heavy emphasis on one should have instead been placed on another, or that an important strategy was completely overlooked. After the evaluation, participants will also know the degree to which their efforts had any effect on the need which began the process. At the end of the process, arrows may reverse direction as their relative impact on the success of the efforts is assessed and noted for future activities. A post-collaboration diagram should also provide for evaluation/adaptation arrows circling back to the need to indicate impact.

On the following page is a completed Strategic Model for Education-Community Partnerships illustrating possible strategies and tactics/methods, with the values of each provided.

FIGURE

STRATEGIC MODEL: EDUCATION-COMMUNITY PARTNERSHIPS


NEED
APPROACH
STRATEGIES
METHODS or DESIGNS
Assessed Student/ School Need
Education-Community Partnership
Analyze needs of all parties to be involved
Identify resources
1. Human 3. Material
2. Monetary 4. Equipment
Develop organization and administrative plan
1. Advisory committee
2. Public relations
3. Role determination
Institutionalize the program
Evaluate
1. Formatively
2. Summatively
Adapt strategies according to evaluation
Develop needs assessment instrument and identify parties to be assessed
Select human, monetary, material, and equipment resources
Write plan of public relations, advance communication, role determination, contacts, strategic feedback
Provide inservice training
Provide continuous formal and informal feedback, flexibility, and adjustments; formal formative, annual summative evaluation; reward and cost-benefit systems

Adapted from a model developed by [illegible] and the Project [illegible] Oklahoma City Liaison Team at the Project [illegible] Conference, Austin, Texas, October 11-12, 1983.

Percentages are estimates, for illustrative purposes only.

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ATTACHMENT 2A

EXAMPLE SAMPLES

NSPRA. Business-School Partnerships: A Plus for Kids

Four Kinds of Involvement

Despite these difficulties, or in some cases perhaps because of them, four kinds of business-industry involvement in education are underway throughout the country:

- Collaborative activities that directly or indirectly involve students, usually in career preparation or awareness programs or in economic or citizenship education. Examples include work-study arrangements, Junior Achievement, internships and Adopt-A-School programs.
- Cooperative efforts to aid schools or school districts that don't involve students. Examples include management studies, staff development, budget preparation assistance and long-range planning.
- Involvement by individuals from business and industry as members of boards, committees, task forces or advisory groups at the local, regional, state and national levels. Business representation on such bodies often is required by law.

- Education-related activities by business or industry without the cooperation of local schools or school districts, although individual educators may be involved. Examples include corporate training programs, tuition aid plans for employees and so-called "corporate freebies" -- instructional aid materials that range in value from the very useful to industrial propaganda.

This Special Report highlights a variety of business-education activities throughout the country. Most are collaborative examples of schools and businesses working together. Some are education-related activities initiated by businesses unilaterally, without the cooperation of local school officials. All are indicative of a welcome trend toward increased business and industry involvement in education.

The purpose of this Special Report is to describe a variety of successful programs, explain how they operate and provide some advice from those experienced with programs about how to establish and operate cooperative endeavors — what to do, as well as some of the pitfalls to avoid. Both educators and business people should find it useful — as a source of information, as a guide and as a stimulant.

```
---------------A Sampling of Programs in the PIK Database --------
PROJECT SEED                                            ID: 999004
LOCATED IN: WASHINGTON, DC

     TO PROVIDE ECONOMICALLY DISADVANTAGED HIGH SCHOOL
     STUDENTS A UNIQUE CAREER DEVELOPMENT ACTIVITY.


*** CONTACT MS. JANET M. BOESE AT 202-872-4380

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American Council of Life Insurance. Company-School Collaboration: A Manual for Developing Successful Projects.

Florida

The State Department of Education in conjunction with its Business/Education Partners offers discounts and benefits to recognized school volunteers. Ten hours as a school volunteer or three hours as a community resource entitle volunteers to participate. The program encourages volunteers to support the schools and provides a means of rewarding them while it identifies participating businesses as good community citizens. For more information:

Coordinator
School Volunteer Program
Division of Public Schools
Florida Department of Education
Tallahassee, FL 32301
904/488-8385

Options for Company-School Collaboration

Activity	Company Resources	Company Participants
Community Partnerships Blue-ribbon panels of community representatives	Limited to [illegible]	Senior level only
Special Assistance Limited-goal, short-term projects School board and special task force membership	Limited	All levels
Individualized Programs Individual schools and companies working together (sometimes known as Adopt-a-School or Partnership)	Limited to extensive	All levels

* * *

Project WISE Draft Guidelines

Ex.: Chicago United, includes 15 Career Development Centers which are staffed by volunteer teachers who receive inservice training as necessary and are teamed with business managers who work on a half time basis.

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NSPRA. Business-School Partnerships: A Plus for Kids

Community Involvement in Dallas

The role of business and industry in the Dallas public schools is but one part of an extensive community involvement network. Formed in early 1976 to help achieve peaceful implementation of court-ordered desegregation, the Community Network for Public Education consists of eight task forces, each of which represents broad special interests throughout Dallas. The Network, as it is commonly called, serves as an umbrella for all community groups working to improve schooling for 130,000 Dallas students. The task forces represent business, real estate, religion, civic organization, PTA, youth service agencies, higher and private education and district advisory committees. Representatives of these task forces meet monthly under the aegis of the Network to coordinate activities.

The Business Task force is the education committee of the Dallas Chamber of Commerce, a group actively involved in local school affairs since 1965 when planning began for the model career education facility known as Skyline Center. Opened in 1971, Skyline is both a regular comprehensive high school and a special career development center offering programs in "job clusters" ranging from aviation technology to interior design. Each cluster is guided by a chamber of commerce committee of local businesspeople, so courses remain up-to-date.

Skyline's career development programs served as prototypes for the city's seven magnet schools, created in response to the desegregation order. Each magnet school specializes in a particular career area — human services, business and management, health professions, transportation, etc. There is a chamber of commerce advisory committee of business and professional people for each magnet school.

The leaders of Skyline's career development committees and the magnet school advisory committees constitute the chamber's Career Education Advisory Board, which coordinates business-industry involvement in career education programs throughout the city. In 1977-78, more than 400 business and professional people served on magnet school or career development center advisory committees, planning programs, providing resources and advising on trends in a given field.

Other activities involving business in Dallas schools include:

- Adopt-a-School — Dallas prefers a shotgun rather than a rifle approach to the adopt-a-school concept. That is, rather than a one-on-one arrangement — one business, one school — it has many-on-one. Any number of businesses, civic organizations, churches, youth groups — in short, any part of the Network —can "adopt" a school and help fulfill some of its needs. Assistance may range from donating a few hundred dollars to giving employees paid released time to help tutor youngsters who need help. As a result, many Dallas schools have multiple adoptions. One high school has seven major corporations assisting it. A full-time adopt-a-school coordinator is on the staff of the chamber of commerce.

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- Project Business — Dallas was an early supporter of the Junior Achievement program to teach eighth and ninth grade students basic economic skills. Beginning with four schools in 1976-77, the program has been expanded every year since. Course material costs are absorbed by volunteer firms and the weekly class is taught by JA-trained "consultants" from the local business community.
- Gifted and Talented Program — Outstanding Dallas high school juniors and seniors can spend one school quarter or more with a sponsor in the community. Students either work with top business or professional people, exploring a particular career interest, or, if the student is artistically gifted, spend time with a master teacher of the arts, refining skills.

In addition, the Dallas Chamber of Commerce has been actively involved on two other fronts: needs assessment and community relations. A number of management studies have been conducted, and chamber support was essential to the success of the desegregation effort in 1976 and voter approval of an $80 million bond election a few months later.

* * *

NAESP. Business, Industry, and School Partnerships

Partnerships that work

A variety of school-business-industry partnerships have been established around the country:

- The New York Yankees, Time, Inc., and four other New York City businesses fund a "Dial-a-Teacher" program in which students from 27 elementary schools are getting help with homework each afternoon by telephone.
- Chase Manhattan Bank in New York has given $430,000 to train high school principals to become better leaders, especially in curriculum areas.
- Also in New York, the American Can Company invested $25,000 in T-shirts, jackets, and buttons to give to Martin Luther King, Jr., High School students who had perfect attendance. The company also gave a $1,000 scholarship, paid for a school handbook, and sent five students and two teachers to its annual meeting in Minneapolis. Next year the corporation's annual meeting will be held at Martin Luther King.
- In Chicago, nearly 3,000 teachers in two pilot districts have received eight hours of training to give career education to their students. Businesses have assigned 70 career education coordinators to the project, and 15 career development centers have been set up. At one such center, three banks teach economics and business studies. At another, Holiday Inn employees teach motel operations. At a third, Midway Airport personnel help focus on careers in the air transportation industry.
- In Memphis, lab schools are linked to private businesses. The dropout rate at Central High was reduced by 8 percent after Federal Express employees began counseling students there. At Mitchell High School the Exxon Corporation sent personnel employees to coach students for job interviews.

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ATTACHMENT 2B

Outline of Models and Guidelines Booklet

Acknowledgments

I. Introduction
  A. Rationale
  B. History/background
  C. Philosophy
  D. Purpose

II. Benefits and costs
  A. Students
  B. Community
  C. Business

III. Examples of projects

IV. Issues and guidelines

V. Context model

VI. Strategic model

VII. Staff development

VIII. Recommendations for next steps

IX. For More information....

X. Select bibliography and/or references

ATTACHMENT 2C

Outline of Models and Guidelines Brochure

I. Introduction

History/background

Philosophy

II. Benefits and costs

III. Sample of projects

IV. Generalized issues and Guidelines

V. Essential elements: the context [model]

VII. Next steps and for more information....

ATTACHMENT 3

NUMBER IN YOUR GROUP _____

QUALITATIVE EVALUATION

1. Select a recorder.
2. Fill in the number of people in your group above.
3. Please list as many statements about this conference as you can in the next 10 minutes. Please be specific about such things as what was done well, what was useful, what could have been more valuable or should have been done differently.
4. Next to each statement, put the number of people in your group who agree with that statement.

Statement	No. of people who agree with each statement

ATTACHMENT 4

PROJECT WISE

Summative Survey
1984

1. To the best of your knowledge, what are the purposes of Project WISE?

2. Do you think these purposes of Project WISE are being accomplished? ____Yes ____No. (If yes, how? If no, why not?)

3. Are you clearly informed about your role in the Project's work? ____Yes ____No. Please describe your role.

4. Have you used or do you plan to use any of the information provided to you by Project WISE? ____Yes ____No. If so, name what you will use.

5. For what purposes will you use information provided by Project WISE? With whom?

6. Did you attend the Project WISE Working Conference held Oct. 15-17, 1984?

7. Was this conference useful for your purposes? ____Yes ____No. If yes, how? If no, why not?

8. Are you benefitting from being involved with Project WISE? ____Yes ____No. Please explain your answer.

9. Is either your school district, organization, agency or institution benefitting from Project WISE efforts? ____Yes ____No. Please explain your answer.

10. What recommendation(s) for improvement, if any, would you make to SEDL's WISE Project for the future?

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11. In what way(s) might Project WISE be of assistance to you in the future?

12. Please feel free to comment below on any of these questions in greater detail. (It will be helpful if you specify which question(s) you are commenting on).

Please complete and return this questionnaire in the enclosed envelope before November 8, 1984. Thanks,

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ATTACHMENT 5A

PARTICIPANTS
WAYS TO IMPROVE SCHOOLS AND EDUCATION (WISE)
Second Annual Conference
October 15-17, 1984

Keynote Speaker

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Director of Community Relations
Rockwell International
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ATTACHMENT 5B

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ATTACHMENT 6

CONFERENCE TO RECOGNIZE SECRETARY BELL'S OUTSTANDING SECONDARY SCHOOLS

SUMMARY OF STATE ROUNDTABLE DISCUSSIONS: STRATEGIES FOR BUSINESS/SCHOOL COLLABORATION

Two speakers provided participants with a framework for their roundtable discussions on business/school collaboration: Dr. Lee Gary, director of education, Business Task Force on Education, the New Orleans and River Region Chamber of Commerce, and Dr. Al King, senior researcher for the Ways to Improve Schools and Education Project (WISE) at The Southwest Educational Development Laboratory (SEDL).

Gary described the work of the Business Task Force on Education, which, rather than adopting a single school, has adopted the New Orleans school board. According to Gary, adopting single schools is not as productive an effort, from the community's standpoint, as adopting an entire district. If schools are going to be adopted, they should be adopted by parents, he said. Concerned about the relationship between the quality of schools and the ability of a community to attract and hold the businesses that help create a stable economy, the Business Task Force created an economic prosperity model which acknowledges the interdependence of educational advancement and economic development, between people and the jobs they can get. The economic prosperity model does not assume, Gary emphasized, that the purpose of education is to provide workers for commerce and industry. Education is responsible, he said, for producing literate, competent graduates. The Business Task Force has established a goal for the schools, that they will produce students achieving at or above the 50th percentile on the Comprehensive Tests of Basic Skills. In addition, the Business Task Force provides management training and business advice for school administrators. Gary encouraged participants to plan their collaborative efforts with specific goals, to work toward well-coordinated efforts rather than individual, uncoordinated donations, and to seek involvement rather than entanglement.

King described his work with Project WISE, which has established pilot business/education collaboration projects in three states. At each site, a Liaison Team monitors and helps to facilitate the collaborative efforts.

Each Liaison Team is made up of seven members who represent the school district, a local business and/or chamber of commerce, the state education agency, a higher education agency, and SEDL. From experiences at their sites, the Liaison Teams have worked together to produce a model and guidelines for such cooperative relationships. The WISE process model for education and private sector collaboration has four elements. The first is established goals, which must be shared by all participants and which must be clear to each of them. Second are resources; these must be adequate and available to everyone involved. Third is an exchange mechanism to provide for the transfer of whatever the collaboration is designed to transfer. Fourth, the WISE model recommends an evaluation system, both formative and summative, to provide feedback about the effectiveness of the effort and to provide recognition for successes. In addition to this model, King offered several guidelines for participants to consider as they moved into their roundtable discussions. Collaborations between education and the private sector should be carefully planned rather than piecemeal. Second, each participant should have a clearly delineated role, and both responsibility and accountability need to be fixed and understood by all involved. Third, collaborations work best when they are between equals and where mutual trust and respect exist. Relationships in which one party feels exploited do not generally succeed. Next among the guidelines is the importance of strong leadership. In addition, participants should attempt to maintain a diversity of options, creating flexible programs which provide for individual differences among the actors and for adaptations as they become necessary. Support is necessary to any cooperation, in the form of funds, staff, time, and space. Finally, King urged participants to take advantage of what they can learn from others who have been through similar experiences--to build or link with existing networks of people with similar interests.

The chart following this discussion summarizes the reports of each state roundtable on business/school collaboration. Participants in each group were asked to answer three questions: What, if anything, do we want to do to encourage such collaboration? Who will do it? What is the next step? The chart also includes brief details about current activity in each state. Several conclusions can be drawn about the range of the discussions across the six states.

Current Activity: Adopt-a-school programs are active in each state, but there is dissatisfaction with this approach to business/school collaboration. Comments indicated that schools sometimes feel unequal in the relationships and are not happy with the image of asking for handouts. There was also concern expressed that adopt-a-school programs can cause participants to question who controls the school. Merits of the adopt-a-school approach appear to be that schools do benefit in acquisition of equipment and expertise, and that this is a relatively speedy, highly visible way to initiate school/business communication.

What do we want to do? Across the states, participants expressed the desire for coordinated, well-planned cooperative relationships in which actors are regarded as equals. Coordinating efforts, sharing information, forming coalitions, and learning from others were all important topics. There is a need for a coordinating function in each state.

Who will do it? State education agencies (SEAs) were nominated as the units most likely to provide coordinating functions in three states. The remaining three states discussed a range of possible participants.

What is the next step? Groups were less specific about the answer to this question. One state planned to initiate a state-wide task force from the state education agency level. Others would like more information about the WISE model and guidelines before they attempt to create guidelines of their own.

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STRATEGIES FOR BUSINESS/SCHOOL COLLABORATION

	Arkansas	Colorado	Louisiana	New Mexico	Oklahoma	Texas
CURRENT ACTIVITY	Adopt-a-School and other relationships provide schools: . equipment . personnel . scholarships . teacher training . entertainment	Adopt-a-School and other relationships provide schools: . needs assessments . equipment . teacher training . personnel	Adopt-a-School and other relationships provide schools: . ideas . personnel . equipment . group breakfasts . leadership training The New Orleans school board has been adopted. Businesses provide management training for administrators.	Adopt-a-School and exchange programs provide schools: . vocational training programs . work experience for students . teacher training . equipment . personnel	Adopt-a-School and similar programs provide schools: . personnel . training for students and teachers . equipment . incentives for student achievement	Adopt-a-School, networks, and cooperative relationships provide schools: . personnel . training . equipment . expertise . money
WHAT DO WE WANT TO DO?	1. Encourage collaboration statewide between businesses and the state education agency. 2. Develop model for statewide collaboration. 3. Disseminate information on existing programs to all LEAs. 4. Incorporate business-education collaboration into six-year plans by districts. 5. Educate school boards. 6. Improve image of education.	1. Organize; establish shared goals. 2. Encourage school collaboration with real estate firms and chambers of commerce. 3. Reduce competition of Adopt-a-School by adopting entire districts. 4. Build on existing organizations. 5. Initiate collaboration among LEAs and the SEA. 6. Improve education image.	Establish coalitions of representatives from business and education to foster communication, coordination, shared goals, understanding, and equality among all involved.	1. Provide information to LEAs about establishing partnerships which are less competitive than Adopt-A-School. 2. Educate legislators about education's cost-effectiveness. 3. Involve broader range of actors, including parents. 4. Improve image of education. 5. Provide for isolated, rural schools.	1. Create a central coordinating body to disperse assistance to schools among volunteering businesses. 2. Create more equal partnerships than are possible in Adopt-a-School programs. 3. Develop guidelines for volunteers. 4. Organize local, non-profit foundations. 5. Provide for isolated, rural schools.	1. Enlarge Adopt-a-school programs into more equal partnerships. 2. Involve others besides businesses to create community-wide programs. 3. Assure assistance for isolated and needy schools. 4. Provide for dispersing assistance among volunteer organizations.
WHO WILL DO IT?	The state education agency was nominated for (1) - (3) and (6) above. Local districts should work on (4) - (6). Businesses should assist with (6).	Local education agencies should initiate efforts, although any of the actors could. Emphasis must be on mutually beneficial relationships.	The SEA will serve as the umbrella for the coalition. Suggested members are school administrators, teachers, board members, public relations personnel; legislators; business representatives; SEA personnel.	The SEA was nominated to lead the effort described in (1) above. SEA, LEAs, and businesses should cooperate for achieving (2) - (5) above.	Coalitions from schools, chambers of commerce, associations, civic groups, the state education agency, and community leaders.	Broad-based community coalitions involving schools, businesses, churches, civic groups, parents, chambers of commerce, retired people, health professions, the state education agency, and service centers.
WHAT IS THE NEXT STEP?	Contact the Southwest Educational Development Laboratory's WISE Project for model and guidelines for education/private sector collaboration.	Obtain commitment from school boards that business-school collaboration is desired. Establish long-term goals, objectives, timetables, and assign responsibilities	The state education agency, through the chief, will establish a task force of leaders from the exemplary schools and other categories named above.	Contact the Southwest Educational Development Laboratory's WISE Project for model and guidelines for education/private sector collaboration.	Encourage the SEA to take a leadership role. Contact the Southwest Educational Development Laboratory Project WISE for model and guidelines for education/private sector collaboration.	Establish communication among all possible coalition members.

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ATTACHMENT 7

PROJECT WISE
SCHOOL-COMMUNITY PARTNERSHIPS BIBLIOGRAPHY
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